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Writing and reasoning: A guide for facilitators

Justyn OLBY

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WRITING AND REASONING

A GUIDE FOR FACILITATORS

EDITED BY JUSTYN OLBY

THE CENTRE FOR ENGLISH COMMUNICATION



SINGAPORE
MANAGEMENT
UNIVERSITY

*For Joy, who made life colourful.
For Karen, whose help, advice, and friendship
started this journey.*

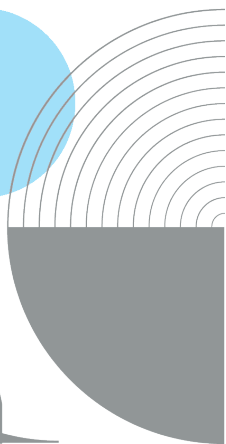
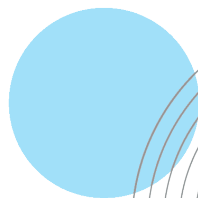
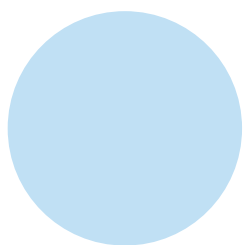


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Preface

This book is intended to be a guide for educators engaged in the Writing & Reasoning (WR) module offered by the Centre for English Communication (CEC) at the Singapore Management University (SMU).

As such, the book should be seen as a resource to be dipped into when required, rather than to be read cover-to-cover.

Inside you will find some background information, suggested lesson plans, and advice on how to approach different parts of the module. Given that all educators need to be able to adapt and improvise in every class, I would suggest that the reader should feel free to do exactly that with the contents.

It would be impossible for me to be exhaustive, so this book should help and guide, but not direct the facilitators in WR.

I should also note that I am credited as the editor of the book, rather than the author because numerous people have contributed in various ways to the curriculum. Both the overall design, and the crafting of the individual problems are results of a team approach to development.

I am also keen to point out that much of the material and practices in the General Teaching Guide section were not created by me. They have been learnt and developed over many years with help from many people, who have given me invaluable advice and help in my career.

I am grateful to Dr Susheela A. Varghese, Director of the Centre for English Communication (CEC), for her help and support in the development of this module. This module, and this book would also not have been possible without all of my colleagues at CEC who have given me invaluable feedback on the problems and the module itself. I would like to thank Norazida Johar, Chong Yin Teng, Timothy Chan, and Tan Chia

Mien for their help with developing the problems I have written, running the module, and crafting their own problems that have been included here.

A special thanks goes to Susheela and Yin Teng for painstakingly proofreading my prose. Any remaining errors are mine alone.

Justyn Olby

Editor, and Writing & Reasoning Module Coordinator (Curriculum)
2019

Disclaimer

All characters and events depicted in the problems contained in this book are entirely fictitious. Any similarity to actual events or persons, living or dead, is purely coincidental.



Introduction

Problem-based learning (PBL) has been used in education since the early 1970s. There is now a solid body of research covering the pedagogy (e.g. Hake, 1998; and Reddish, et al, 1997) showing that inquiry-based approaches such as PBL are more effective than more traditional methodologies such as lecture/tutorial approaches in promoting engagement with the subject being taught, and in learning gains by the students. Norman and Schmidt (2000) state that “PBL does provide a more challenging, motivating and enjoyable approach to education.”

The literature also indicates that, with the emphasis on self-study and learning, PBL can also lead to improvement in student competence and graduation rates (Schmidt et al, 2009).

Here at the Centre for English Communication (CEC), at the Singapore Management University (SMU) we practice a form of PBL in which the students are given a communication problem in the first class and are asked to present a solution to the problem in the second, a few days later.

The 25 students in the class work in five teams of five to resolve the problem and present their findings in the second class. During the course of the problem, the students discuss their progress and process with their facilitator during the first class, and with each other in meetings outside class.

The first class exposes the students to the problem, and they start to explore their prior knowledge and identify possible gaps in their knowledge. What follows is a 1.5-hour period for the students to map out their research and approach, often with the help of various forms of scaffolding. During this class the facilitator will ask meta-cognitive questions to encourage and deepen the students’ learning process. The facilitator will also use appropriate questions and feedback to encourage the students to explore how to resolve the problem in authentic ways.

In the time outside the class the students meet to discuss their current approach and finalise their solution to the problem. They will then develop a presentation detailing their process and solution. In the second class (1.5 hours) the teams present their process and solution to the class and facilitator, answering such questions as may be appropriate from both their peers and the facilitator.

This presentation can be conducted in a variety of ways (see Classroom Presentations, below).

The two-class structure is a guide rather than a requirement, and we have built in some opportunities for educators to vary the structure to best suit the needs of their own classes, and their own approach to education. Examples of this are in the Possible Problem Sequences chapter.

Key ideas underlying the module development

The Writing & Reasoning module has been designed so that all the learning from the module should be relevant to the students' lives inside and outside school and should be immediately transferable.

According to Savery and Duffy (2001, p. 3-5) achieving this transferability requires the development of effective problems. These should adhere to a set of principles. Among these are:

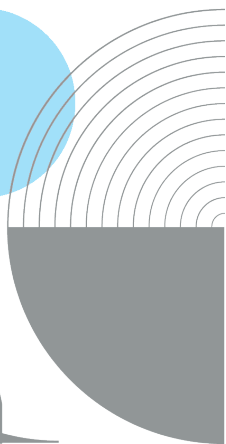
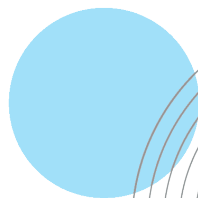
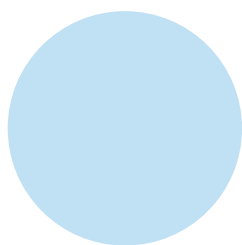
- Anchor all learning activities to a larger task or problem.
- Support the learner in developing ownership for the overall problem or task.
- Design an authentic task.
- Design the task and the learning environment to reflect the complexity of the environment they should be able to function in at the end of learning.
- Give the learner ownership of the process used to develop a solution.

This selection is not exhaustive, but all of these are related to or derived from engagement with the course content.

By anchoring the learning activities (problems) to a larger task or problem the curriculum crafter is demonstrating to the students that what they are doing in class is relevant to them outside of the learning environment.

The principles that emphasise giving ownership to the students help them to take control of their own learning, and thus develop intrinsic motivation (Ryan & Deci, 2000), which leads to more engaged students.

The authenticity and design of the task and the design of the learning environment to reflect the future environment in which the students will need to be able to function in the future also demonstrate value to the students and, therefore, further motivate and engage them.





Writing & Reasoning Module Course Description

Writing & Reasoning is a compulsory course in the Capabilities pillar of SMU's new Core Curriculum commencing in August 2019. At its heart is a belief that communicating genuinely and clearly is a vital human capability, not only in professional contexts but in our everyday lives.

The course engages students in authentic communication problems so that students systematically learn to read critically, formulate a position convincingly using appropriate evidence, and convey their ideas persuasively on a range of topics. In adopting a philosophy that communication aims and strategies cut across all forms of communication--oral, written and visual--the course equips students with essential communication strategies, learnt and expressed primarily through writing cogently in academic, business and professional settings. Students learn to clarify communication goals and contexts for their writing while they also identify relevant audiences and appropriate genre for their communication.

In short, students will learn to write clearly, coherently and concisely about issues that matter.

Learning Outcomes

By the end of the course, students will be able to:

- Select, analyze and evaluate credible secondary sources
- Synthesize similar and opposing views to interpret and organize relevant evidence
- Formulate a clear position on an issue and craft logical arguments to support that stance
- Write persuasively by drawing on logical, emotional and ethical appeals to the issue
- Use an appropriate referencing style
- Adapt to business writing conventions in the use of language, format and visuals

Core Skills

The course focuses on developing the following skills:

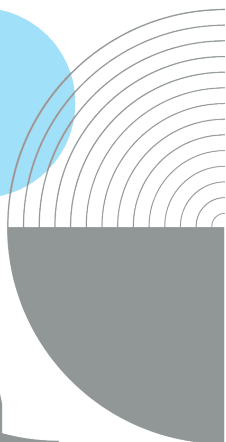
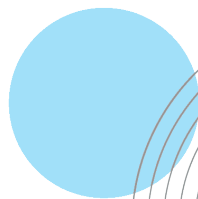
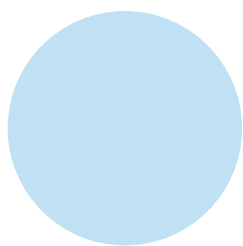
- Analyzing context, audience, purpose and structure (CAPS) to frame a communication problem
- Learning to vary strategy to persuade, inform or entertain (PIE)
- Writing clearly, coherently and concisely (3C's of writing)

The primary goal of the module is not so much to teach the students to write, as it is to give them the chance to learn to become good writers.

To do this, we focus on the core skills that make a good writer and explore and learn these skills in a variety of situations that challenge the students to adapt and reiterate their learning. Each of these situations contain challenges related to the context, audience, purpose and structure that require the students to draw on their prior knowledge, discover the gaps in their current level of understanding, and explore new knowledge to achieve their goals.

General Teaching Guide
By
Justyn Olby







Facilitation Strategies for Class

The Facilitator's role in class

Many times, I have heard the question: “Is this the right thing to do in class?” The problem is that there is no definitive answer to that question. Whether something is “right” or “wrong” is very subjective.

I prefer to think of these things in terms of how “appropriate” they are to the given situation. If the facilitator is acting in congruence with the intended outcomes of the problem/module then the actions are more likely to be appropriate.

As facilitators our role has shifted from the roles associated with “teacher” or “lecturer” to something more closely aligned to a coach. Our role is not so much to guide¹ but to help the students find their own way to learn.

The most important thing we can do in class is to ask the appropriate questions. We need to make sure that the students’ feel that their current learning and/or thinking has value both for us and the students themselves, but it should be challenged and discussed. We need to be using the questioning process to push the current boundaries of what the student knows “... at the ‘leading edge’ of the protégé’s thinking” (Savery & Duffy, 2001).

This is **not** the version of the Socratic Method where there is a “right” answer and the teacher uses questions to lead the students to think the “right” way and eventually guess the answer. If there is only one answer to a particular solution, then using this method seems more than a little condescending, and will ultimately train the students to rely on us to lead them where they want to go, rather than to think for themselves.

¹ I’m well aware of just how loaded the term “guide” is. The OED gives it as “a person who advises or shows the way to others.” We can be “guides”, but with a secondary role rather than the primary one. That said, the usual caveats apply, there will be times when a true guide is needed...

I would suggest that in situations where a previously defined answer is the only solution (note the avoidance of the word “right”) then it is probably better, and certainly quicker just to tell the students what it is. A good problem will avoid having these as solutions, but may well use them as part of a process that can be applied in new situations.

Before you start to facilitate the learning in your class it is worth considering some of the higher-level ideas that permeate a PBL module like Writing & Reasoning.

What are the big ideas of the module?

Big ideas should be so simple that they are in fact incredibly complex (Pratchett, Stewart, & Cohen, 1999): For example, we should be trying to achieve higher goals than having the students answer, “What is a thesis statement?” We want them to consider “How do I write an effective piece of communication that succeeds in persuading the reader?”

In order to answer the big, simple questions the students will need to answer a lot of smaller ones, but in a context that makes the answers meaningful. The problems that we use will give the students the contexts to explore both the smaller questions, and to see how they fit into the bigger picture.

Using these “big ideas” as the basis for a module means that we aim sufficiently high for knowledge to become innate. The knowledge has to become innate because it has to be high enough to be adaptable to any situation. Situational learning has no value if it is not applicable if the situation changes. Even a small initial change can result in a completely different outcome.

We can use the approach from analytical philosophy for facilitating in a class, and for a module – the module is the big phenomenon, the problems are smaller sections of it. By getting a better understanding of the smaller sections we can gain a deeper understanding of the bigger one and this leads us, in turn, to be able to better understand the smaller parts etc. This only works, however, if we keep the big picture in mind when facilitating.

Do we teach fundamentals or basics?

There is a big difference between the two, and what we think

of as “basic” is often not basic at all. The idea can be very complex, and the fundamentals that we cite as being essential to our craft are often one of the “big questions” mentioned above. After all, you can’t be a good writer without knowing how to persuade, but that very knowledge, fundamental as it is, is actually composed of a huge amount of learning made real through plenty of experimentation.

We should, therefore, see the big ideas as core pieces of fundamental understanding that will need to be re-visited again and again in order for our students to develop mastery of them.

Prior knowledge

Prior knowledge is the cornerstone of learning. It is possibly the most important factor in determining how much, and how quickly, students will learn (Schmidt,1993).

It is worth considering where prior knowledge comes from. This is not always very predictable. After all there is often no way of knowing where a student gets a particular piece of information or learning that they find useful at any particular point. Even if two students, who then both use it subsequently, have covered this in a previous class, it is not possible to directly trace its origins to that class. They may both have acquired this piece of the puzzle from wildly different sources, even if they attribute the learning to the class.

We can try to mandate certain pieces of prior knowledge, but in all likelihood, they are not going to be made useful until the class has demonstrated a value in the knowing of them through contextual usage. A good analogy would be the memorisation of vocabulary for a language class. Knowing the words is pretty useless without the conceptual ideas of language that enable you to put them to use.

It’s often hard for teachers to make sense of the conflict between desire for memorisable “vocabulary” and the desire for the end result of producing a fluent user of language (e.g. a straight “A” graduate).

Memorisable content is easy to deliver, measure and assess, but is not useful in and of itself. There may well be a place for this part of the more traditional education system in certain modules (e.g. a module where the central premise revolves

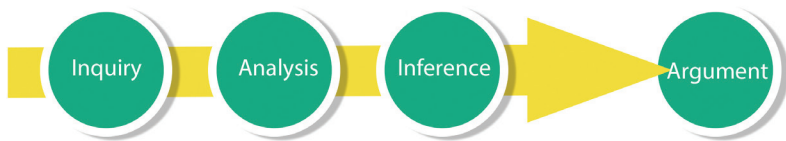
around a play or a piece of literature or art etc.) then the students may well require a form of memorised prior knowledge to be able to make more value out of the classroom facilitation.

Strategies for classroom facilitation

Good facilitation in the classroom is built on the ideas above, so it is worth considering how we can facilitate so that all of those ideas become part of our teaching.

I will explore these in a somewhat linear fashion, from the problem reading to the final presentation by the students, but bear in mind that we will often revisit areas during the course of facilitation, so these can apply at different stages of our classes as well.

To solve the problems that they have been presented with the teams should go through an inquiry, analysis, inference, and argument process (Kuhn, 2005).



Inquiry Stage

The first part of the inquiry stage is the establishment of the prior knowledge that each member of the team has. This comes at the point where we encourage the students to explore what they already know about the topic.

“What we know” is not a discussion of the key points in the problem. The highlighting of these key points should happen before the students start to discuss their prior knowledge. Once these key points have been highlighted the students can see how their prior knowledge is linked to the areas that they have determined to be important.

Prior knowledge

When the students first see the problem, it is a good idea to ask them to consider what they know (i.e. prior knowledge) that

will help them to solve the problem. This is a brainstorming exercise, and the students should feel comfortable sharing whatever they feel is relevant.

We can certainly start digging a little deeper to encourage the uncovering of prior knowledge that we expect them to have. However, it is worth noting that expecting students to know something because it has been covered in a previous class may not be a good reflection of their actual knowledge. If they do not raise something that you expect, by all means ask about it, but if they do not know it then it tells you that you may need to revisit that item in the future.

It's worth noting that often the students will approach "What we know about the problem" by repeating the problem statement. This manifests itself as "knowing" that the subject of the problem has a certain issue etc.

This is not prior knowledge. Prior knowledge is defined as "...the knowledge the learner already has before they meet new information." (British Council, n.d.). So, the key is to activate the knowledge that they already have on the subject, and show how that transfers to the new context in the problem.

Focus on the big ideas

When they have discussed their prior knowledge, it is a good idea to have the students reflect on how that connects to the big ideas behind the module. You could ask them to consider the problem from the perspective of Context, Audience, Purpose, and Structure (CAPS); Persuade, Inform, or Entertain (PIE); and Clear, Concise, Coherent (the 3Cs). Or you could ask them what they know about being an effective communicator that would help them.

This also applies when you are exploring their final presentations, and when you give feedback to the students. While it is important to give some feedback on their final product – the form it takes, their grammar, etc – it is also important to help them see how this connects to the big ideas. Rather than focus on the product of their work exclusively, consider feedback that connects to the big ideas. Give them some pointers to how they could have improved on their use of CAPS, or how they could have persuaded more effectively, or been more concise, etc.

Constructing new understanding

As the teams discuss their prior knowledge and develop their plans for research, they should be reassessing their current understanding of the concepts in light of the new problem. Encourage them to think through how the application of their prior knowledge to the new context changes how they understand the ideas.

Analysis Stage

Here the teams should have established the gaps in their current knowledge and have started to explore the information available to them from different sources.

They should be finding new information from these sources, and they should be exploring how to connect that with the requirements of the problem.

At this point the facilitator can help them to explain what they are looking for and why it might help them. The students will often get a bit stuck at this point, so it will be good for you to help them to set priorities for research and new knowledge development.

It is key to help them move beyond relying on their prior knowledge. The problem will have been set up to ensure that they cannot answer it satisfactorily by purely relying on prior knowledge, so make a point of pushing them to consider ideas outside their current scope.

Inference Stage

This is the point at which the students will be starting to develop their final response to the problem. I have found that teams will often start with a possible solution and work towards that, without considering alternatives.

Therefore, at this stage it will be important for you to start to question their suggested solution. Do make a point of asking if they have considered other ideas, and why they might have been rejected.

Students will often seek the approval or the help of the facilitator in developing their responses. They have been conditioned by long years of school to believe that there is a “right” answer, and that they should arrive at that in order to make you happy.

You can circumvent this by asking the right questions, and by answering their questions carefully so that you encourage them to take ownership of both the process and the product.

Asking Questions

Sample of student feedback:

“When you ask questions, she will ask you back “What do you think?” so might as well don’t ask.”

When facilitating student discussions, a key part is to avoid becoming a decision maker for them. So, students will often turn to you and ask questions such as:

“Is it ok if we...?”

“Can we do...?”

“What is the best way to...?”

“What do we need to do?”

They might also ask about specific facts or try to work out your preferred way to do things. A standard response that I have seen over the years is for facilitators to respond with “What do you think?”

While this has honourable intentions – to drive the students to think for themselves – it can also drive a great deal of frustration. After all, I wouldn’t have asked if I knew what to think... So, rather than ask “What do you think?” ask any one of the following questions to start the ball rolling:

- Why do you ask that? – this should help to clarify where they stand. Then you can see if you need to answer, or ask them to do further research before coming back with something useful for you.
- What have you tried so far?
- What possible alternatives have you considered?
- Can you give me a suggested plan?
- What do you hope to achieve?
- What is the problem the client requires you to solve?
- Which writing structure is most effective for the audience?

- How will you persuade the audience effectively?
- What arguments and evidence will you use?

You can also focus the students back onto the Context, Audience, Purpose, and Structure.

The key idea is to get them to develop a process for making their own decisions, without relying on you. What will they do next time, when you are not there to guide them?



Classroom Presentation Activities

The following are some methods to use if you want to have teams in your class present their work to each other. The primary goal of presentations to the class is to encourage peer review and peer learning, while a secondary goal is to enable you (as the teacher) to get a deeper understanding of how well the groups have grasped the material you are dealing with.

For presentations to be truly effective in both the goals it is important that the teams are presenting their application of concepts to situations where there is no single outcome. This will allow for peer review as they compare their own responses to the one(s) that are being presented by the other teams. Peer learning will also take place in this process since they will be able to hear what others have learned and applied. Presentations of material that they have read will have much less impact in these areas, and will give you less information on how deeply they have understood the material, since they can simply repeat the material without needing to be able to draw lessons from it and apply them to a new context.

The presentation types here can be used with classes of all sizes, but are particularly well-suited to larger classes where time will not permit for individual presentations to the whole class.

Ambassador sharing

This is ideally suited to small projects that the students will do in class. The whole activity might last for an entire class – it will depend on how long you want to give the teams to prepare (see below) – but the individual team presentations should take no longer than 10 minutes, ideally.

Divide your class into groups – an odd or even number doesn't matter, but the group size should be same as the number of teams – so five teams means five students per team.

Start with a topic or reading or something that you want the students to research or form an opinion on. You can do this by:

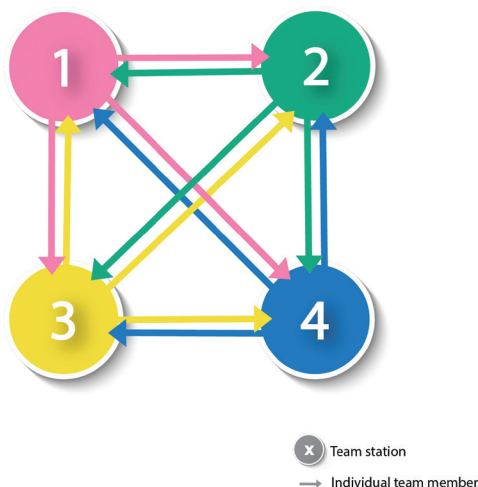
- Dividing up the readings – one per team.
- Giving the same reading(s) to all teams and asking them to find the most important points (hopefully all teams will come up with different points).
- Asking all the teams to respond to the same issue, but from different perspectives – e.g. one team takes the view of the ministry, one the public, one from the NGOs etc.
- Asking all teams to create something (e.g. a policy response) to a problem.

The teams can then produce some sort of small presentation of information to respond to the problem. Common ones are:

- A PPT presentation
- A presentation on mahjong paper
- A written document

(Note: How long you give the groups to do this will depend on the complexity of the task and how much you want them to produce.)

Once the teams are prepared one member of the team remains at their station to act as the team presenter while the others all break off to go to visit the other teams.



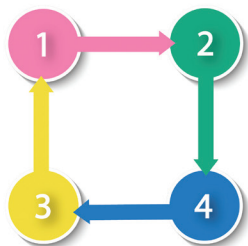
Once the team members arrive at the other stations they will listen to and comment on the presentation of the other teams. After doing that they will return to their home station with the information that they have gained from listening to the team that they were sent to. They should share this with each other.

At this point you can either end the activity or ask each team to reflect on their approach and to make any changes that they feel are relevant after listening to the other teams. They can then present the final product during a whole-class discussion.

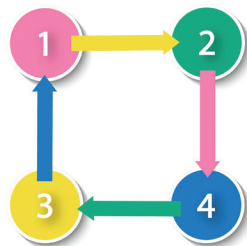
Gallery walk

This follows a very similar pattern to the Ambassador Sharing, described above. The key difference is that, rather than sending out a representative to each team the roving team members rotate through the other groups as a team, listening to each one in turn before returning to home base.

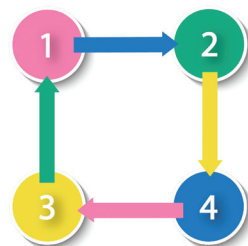
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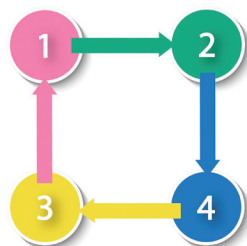
STEP 2





STEP 3



STEP 4



 Team station
 Team movement

The advantage is that the whole team gets to listen to all the presentations.

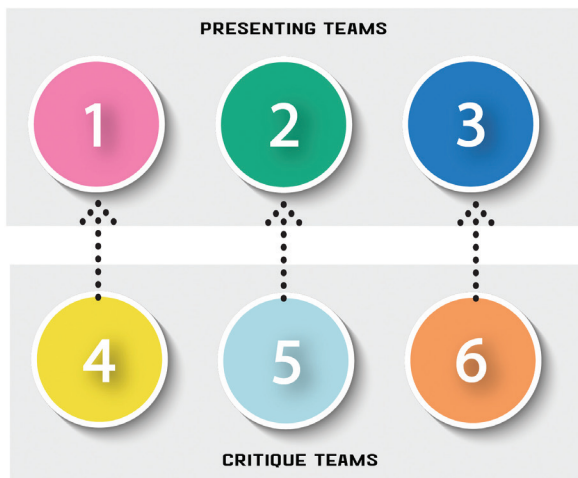
The disadvantage is that it takes a little longer. (NB: It is possible with bigger classes for the teams to only visit a subset of the remaining teams – e.g. in a class with 11 teams you might ask each team to only visit five teams. If you do adopt this strategy, then making sure that all teams get visited by other teams will be important.)

At this point you can either end the activity or ask each team to reflect on their approach and to make any changes that they feel are relevant after listening to the other teams. They can then present the final product during a whole-class discussion.

Present and Critique

In this model only half of the teams will present in a class. So, each presenting team is assigned one other team to act as a critic of their presentation. This means that although the number of presentations is reduced by half the remaining teams still have to have some input into the class.

This is best done over two weeks so that all teams will have a chance to both present and critique.



This should then be followed by a general class discussion to wrap up.

Post and Critique

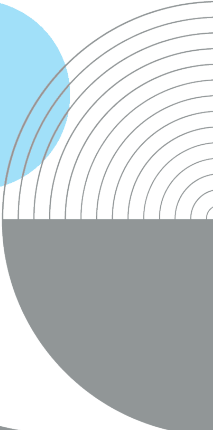
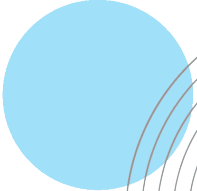
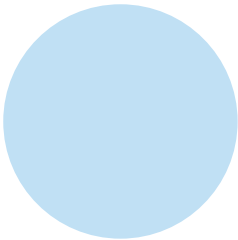
An alternative presentation technique is to have each team write their presentation in prose. This works particularly well when you are asking them to present a letter, email, memo etc. Rather than do an oral presentation of this they are asked to send the item to another team who will then read it, discuss it and write a short critique of it, which will be sent back to the other team. (NB: Facebook is a very useful tool to do this, and it means that all teams will be able to see each other's work and critiques. You could also use the eLearn discussion forums to do this too).

To use the eLearn forums have the students post their pieces in a discussion thread. Then they can read and post responses to each other's posts.

The important issues here are that a clear set of rubrics must be used, and that the teams will be assessed not only on their assignment, but also on their grading of the other teams.

The advantage of this technique is that all students get the opportunity to ask questions, respond, and make comments without the pressure of speaking in front of a class (a very real problem for some students). They will also get an equal amount of time and space to present their views, something that would be impossible to do in verbal presentations and comments. A secondary advantage for the teacher is that you will be able to track their comments and questions, so you will be able to see who is contributing and who needs more encouragement. The disadvantage here is that all students will need to have a Facebook account and will need to bring their laptops/smartphones/tablets to class.

These activities are not exclusive to physical classrooms. They are also suitable as part of an e-learning class.





Giving Feedback to Students

Giving feedback to students is vital for their progress and improvement, but it is also an area that is hard for educators to get right.

There are many points during the term when an educator can give, and receive, feedback, so it is important to identify when it is most appropriate to do so. It is also important that the feedback that you give to students should not only identify the area that you wish to comment on, but also help them to improve.

Good feedback should be:

- Timely - students should get feedback as soon as possible after they demonstrate the area that you wish to comment on.
- Focused - feedback should be clearly targetted, so that students are able to connect it to the area where there is a need for change or reinforcement.
- Actionable - students should be able to continue doing what you have observed, or have some way to correct the issue that you have identified.

When writing feedback on a written assignment it is worth remembering that your feedback is not primarily a justification for the grade you have given. While this is a common use it is not very valuable. The grade itself is a form of feedback, but your written feedback should go beyond explaining how the student did/did not live up to your expectations.

Equally, simple praise or criticism (e.g. “Well done” or “Could do better”) is not an effective form of feedback.

We should think of feedback as “...a process in which information about the quality of a student’s performance is engaged with by the student, and leads to a change in future work or learning strategies.” (The Conversation, 2017)

It is important, therefore, to focus on the future, rather than the past. Any time that you comment on what has happened

you should be considering how this will change what the student will do in the future.

You should use it to build the students' autonomy and ownership (Reeve & Jang, 2006), to build the students' future abilities, and to be a scaffold to help the students develop their own ability to be self-critical. Ideally, the students should learn from you how to critique their own performance and improve themselves.

Nicol and Macfarlane-Dick (2006) identify seven principles that should be followed when giving feedback. These are that feedback...

1. Helps clarify what good performance is.
2. Facilitates the development of self-assessment (reflection) in learning.
3. Delivers high quality information to students about their learning.
4. Encourages teacher and peer dialogue around learning.
5. Encourages positive motivational beliefs and self-esteem.
6. Provides opportunities to close the gap between current and desired performance.
7. Provides information to teachers that can be used to help shape the teaching.

The Centre for Teaching Excellence (CTE) at SMU has this to say about feedback:

- Identifies areas where students are doing well and areas where there is room for improvement.
- Provides explanations and offers suggestions on how to approach areas of improvement.
- Is timely enough so that it can be used by students in preparing for future assessment.
- Is detailed enough to be meaningful to students.
- Is provided in contexts where students can ask questions about the feedback, provide it to each other, and discuss their interpretation of it with each other.
- Is supplemented with follow-up opportunities to attempt the assessment (or similar assessment) again.

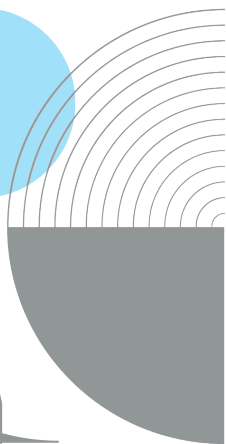
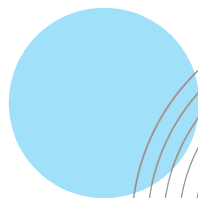
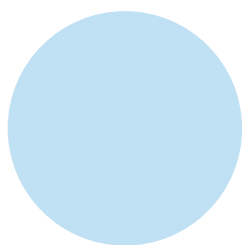
When writing or giving feedback in person you should consider the following...

Where there is an issue:

- What is the problem?
- Why is it a problem?
- How can this be corrected in the future?
- Think of it as *feed-forward* rather than feedback.

When something has been done well:

- What is the item?
- What made it good?
- How can it be repeated in the future?
- Again, feed-forward...



Writing & Reasoning Problems Teaching Guides



Note:

Problems that are labelled with a number followed by A or B are alternatives for the relevant problem slot. E.g. Problem 1B can be run in the Problem 1 slot of the term, if you prefer to use that one, rather than Problem 1A.

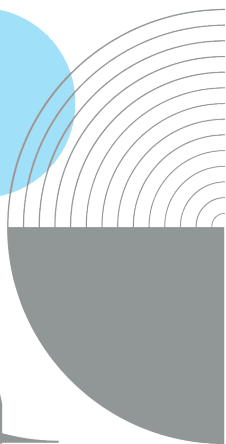
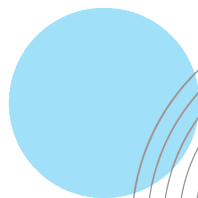
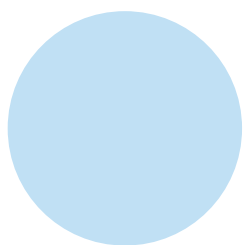
The different alternatives fill the same role in the module, but will give you, the facilitator, the option of choosing a problem that has a context that might suit your class better, or that might be more interesting to you.

(See Possible Problem Sequences for Writing & Reasoning, below.)

The problems here are complete, with the exception of the slides that are used for the wrap.

Problem 1





Problem 1A

The Phone by Justyn Olby

Serene, a friend of mine is a student who owns a blogshop selling clothes. She juggles classes in the day and manages her business on the go. Unfortunately, she recently lost her phone and needs to get a new one. She doesn't have the time to search through all the different options available and has asked me to get the help of my students.

She says that she needs to be able to do the following things on her phone:

- Take good quality photos for the blogshop.
- Play games to pass the time while she's waiting for the bus.
- Use her phone to make credit card payments in shops.
- Play high-fidelity music through wireless headphones.
- Download and watch media content.
- Download and store music.

She would like to have a stylish, and fashionable phone that will look good and yet be practical.

She'd really like to have two options to choose from, with a recommendation from you. When you have found the best phones for her, write a short email to let her know which ones and why.

Key Learning

Writing for a purpose – persuade

Writing for an audience – other students/business people

Writing for a context – email (semi-formal)

Analysis of sources

Criteria development and use

Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.



Scaffold/ Worksheet

Making decisions

Think about this:

If you were to ask a friend to tell you whether a hotel was good to stay in or not what would you hope they included in their answer to persuade you?

Have a look at this:

<http://static.howstuffworks.com/pdf/lodging-criteria.pdf>

How would this document help if you were trying to decide on a hotel?

Main problem

1. What does the problem require you to do?
2. List at least three things that you think that you need to do to be able to recommend a phone to Serene.
3. a) When you are making your comparison, what do you think that you need to include in the comparison?
b) What could you exclude?
4. a) What is a criteria-based comparison?
b) How could you use it to help you in making this decision?
5. What is a thesis statement? How can you find out?
6. How does a thesis statement fit into what you are doing this week?
7. In this case, you are likely to be writing to persuade and inform. When writing to persuade, what would be the best way to make your point and persuade her to buy the phone you have recommended?
8. What do you know about Serene (your audience) that would help you write your email to her?
9. How much information do you think that you **need** to include in the email?
10. Where will you get the information from?

Problem statement	Key ideas/Discussion
<p>Serene, a friend of mine is a student who owns a blogshop selling clothes.</p> <p>She juggles classes in the day and manages her business on the go. Unfortunately, she recently lost her phone and needs to get a new one.</p> <p>She doesn't have the time to search through all the different options available and has asked me to get the help of my students.</p>	<p>Serene: She is female. Does this have any impact on the decisions that the students will take? It will allow you to explore any gender stereotypes when analyzing the audience.</p> <p>Students will be helping the facilitator: the idea is that this is a collaboration.</p> <p>Serene is a student: this gives the students a hook to help to understand the audience that they will be writing to.</p> <p>The blogshop: Tells the students that Serene is already entrepreneurial. Further information about the audience.</p> <p>Serene is busy: This not only gives more information about the audience, but starts to explain why the students' help is needed.</p> <p>Serene is looking for a new phone: This is central to the problem: it is the problem that the students must solve.</p> <p>The lack of time is a repetition of the idea that Serene is busy: This is key to the later need to write a "short" email.</p> <p>The students can help: A further reminder of the collaborative element in the problem. The facilitator and the students can work together.</p>

Problem statement	Key ideas/Discussion
<p>She says that she needs to be able to do the following things on her phone:</p> <ul style="list-style-type: none"> • Take good quality photos for the blogshop. • Play games to pass the time while she's waiting for the bus. • Use her phone to make credit card payments in shops. • Play high-fidelity music through wireless headphones. • Download and watch media content. • Download and store music. 	<p>This whole section is related to the audience. The students should be noting that this gives them information about Serene, and about what they need to consider when choosing the phone.</p> <p>They should be using this to develop a set of criteria to judge the phones by and establish how suitable they will be for Serene.</p> <p><i>Note: The idea of criteria development for planning, and choosing items, will come up again and again in WR. E.g. Students will be encouraged to develop criteria for choosing their sources of information, and when doing comparative analysis.</i></p>
<p>She would like to have a stylish, and fashionable phone that will look good and yet be practical.</p>	<p>Each of these concepts is left undefined: Students should be trying to use reasonable definitions of these to help them develop their criteria.</p>

Problem statement	Key ideas/Discussion
<p>She'd really like to have two options to choose from, with a recommendation from you. When you have found the best phones for her, write a short email to let her know which ones and why.</p>	<p>Two options: The students must present two good choices, not a forced choice.</p> <p>The students must reach a conclusion on which one they prefer.</p> <p>It will be important to explore why they feel that their choices will be "best" for Serene.</p> <p>A short email: This sets the context for the writing. Students should be considering what "short" means in this context. How many words, or what should/shouldn't be included.</p>

Lesson Plan: Session B

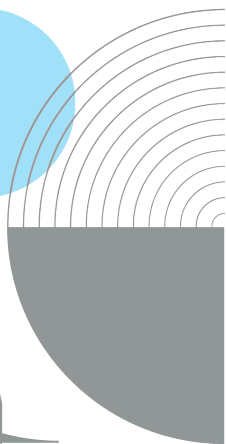
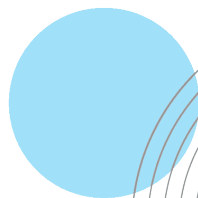
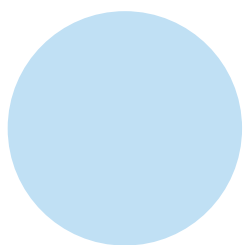
Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation note: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful.	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
15 mins	<p>Check point</p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish writing the email before the next class.</p>	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
15 mins	Students to finalise their writing and/or presentation.	
30 mins	<p>Each team to read, discuss and review another team's email.</p> <p>1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1</p> <p>The teams should discuss:</p> <ol style="list-style-type: none"> 1. Whether the email has answered the problem. 2. Whether the writing is sufficiently persuasive. 3. Whether the writing is well-targeted to the relevant audience. 4. What improvements they could recommend. 	
20 mins	Teams to share their feedback with each other.	<p>Facilitation note:</p> <p>Why was that important?</p> <p>How else could they have done it?</p> <p>How different was their approach to yours?</p> <p>Which would be better next time? Why?</p> <p>What have you learnt?</p>

Duration	Activity	Materials/ Remarks
20 mins	Facilitator to present the wrap-up slides.	<p>Wrap slides.</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	



Problem 1B

The Degree by Justyn Olby

Serene is the daughter of a friend of mine. This year she will graduate from ACS International and is starting to look for suitable degree courses in local universities.

She is very unsure of which course would be the best one for her to choose and she doesn't really know how to search through all the different options available. She knows that I teach at SMU and has asked me to get the help of my students.

She says that she is interested in the following things:

- She enjoys being creative both in school work as well as in her dance CCA.
- She plays computer games and enjoys building her own gaming computers.
- She wants to have a learning experience at university that really gives her valuable skills for the future.
- She has started a small online business selling cool gadgets through Carousell and Lazada.
- She wants to have a degree that will be very well-recognised both in Singapore and abroad.
- She wants to have a good social life and meet people from all over the world while she is studying.

Her GPA looks good enough to apply to any local universities, so she really wants some guidance about where to go and what to study.

She'd really like to have two options to choose from, with a final recommendation from you.

When you have found the best degree courses for her, write a short email to her to let her know which ones and why.

Key Learning

- Writing for a purpose – persuade
- Writing for an audience – other students/business people
- Writing for a context – email (semi-formal)
- Analysis of sources
- Criteria development and use
- Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
<p>Serene is the daughter of a friend of mine. This year she will graduate from ACS International and is starting to look for suitable degree courses in local universities.</p> <p>She is very unsure of which course would be the best one for her to choose and she doesn't really know how to search through all the different options available. She knows that I teach at SMU and has asked me to get the help of my students.</p>	<p>Serene: She is female. Does this have any impact on the decisions that the students will take? It will allow you to explore any gender stereotypes when analyzing the audience.</p> <p>She is young, but nearly the same age as the students.</p> <p>She will be going through a very similar experience to the students in the class – they will have done this recently.</p> <p>Students will be helping the facilitator: the idea is that this is a collaboration.</p> <p>Serene is a student: this gives the students a hook to help to understand the audience that they will be writing to.</p>

Problem statement	Key ideas/Discussion
	<p>Serene is looking for a degree course: This is central to the problem; it is the problem that the students must solve.</p> <p>The students can help: A further reminder of the collaborative element in the problem. The facilitator and the students can work together.</p>
<p>She says that she is interested in the following things:</p> <ul style="list-style-type: none"> • She enjoys being creative both in school work as well as in her dance CCA. • She plays computer games and enjoys building her own gaming computers. • She wants to have a learning experience at university that really gives her valuable skills for the future. • She has started a small online business selling cool gadgets through Carousell and Lazada. 	<p>This whole section is related to the audience. The students should be noting that this gives them information about Serene, and about what they need to consider when choosing the degree course.</p> <p>They should be using this to develop a set of criteria to judge the courses by and establish how suitable they will be for Serene.</p> <p><i>Note: The idea of criteria development for planning, and choosing items, will come up again and again in WR. E.g. Students will be encouraged to develop criteria for choosing their sources of information, and when doing comparative analysis.</i></p>

Problem statement	Key ideas/Discussion
<ul style="list-style-type: none"> • She wants to have a degree that will be very well-recognised both in Singapore and abroad. • She wants to have a good social life and meet people from all over the world while she is studying. 	
<p>Her GPA looks good enough to apply to any local universities, so she really wants some guidance about where to go and what to study.</p>	<p>This leaves the students with plenty of options to choose from.</p>
<p>She'd really like to have two options to choose from, with a recommendation from you. When you have found the best degree courses for her, write a short email to let her know which ones and why.</p>	<p>Two options: The students must present two good choices, not a forced choice.</p> <p>The students must reach a conclusion on which one they prefer.</p> <p>It will be important to explore why they feel that their choices will be “best” for Serene.</p> <p>A short email: This sets the context for the writing. Students should be considering what “short” means in this context. How many words, or what should/shouldn't be included.</p>

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation note: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful.	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
15 mins	<p>Check point.</p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish writing the email before the next class.</p>	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
15 mins	Students to finalise their writing and/or presentation.	
30 mins	<p>Each team to read, discuss and review another team's email.</p> <p>1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1</p> <p>The teams should discuss:</p> <ol style="list-style-type: none"> 1. Whether the email has answered the problem. 2. Whether the writing is sufficiently persuasive. 3. Whether the writing is well-targeted to the relevant audience. 4. What improvements they could recommend. 	
20 mins	Teams to share their feedback with each other.	<p>Facilitation note:</p> <p>Why was that important? How else could they have done it? How different was their approach to yours? Which would be better next time? Why? What have you learnt?</p>

Duration	Activity	Materials/ Remarks
20 mins	Facilitator to present the wrap-up slides.	<p>Wrap slides.</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	



Scaffold/ Worksheet

Making decisions

Think about this:

If you were to ask a friend to tell you whether a hotel was good to stay in or not what would you hope they included in their answer to persuade you?

Have a look at this:

<http://static.howstuffworks.com/pdf/lodging-criteria.pdf>

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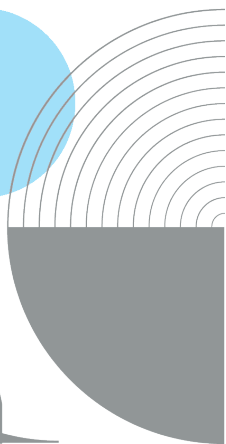
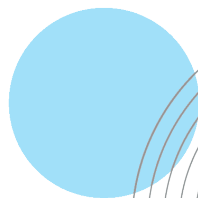
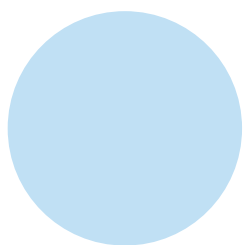
Main problem

1. What does the problem require you to do?
2. List at least three things that you think that need to do to be able to recommend a degree course to Serene.
3. a) When you are making your comparison, what do you think that you need to include in the comparison?
b) What could you exclude?
4. a) What is a criteria-based comparison?
b) How could you use it to help you in making this decision?
5. What is a thesis statement?
6. How does a thesis statement fit into what you are doing this week?
7. In this case, you are likely to be writing to persuade and inform. When writing to persuade, what would be the best way to make your point and persuade her to choose the course you have recommended?

8. What do you know about Serene (your audience) that would help you write your email to her?
9. How much information do you think that you need to include in the email?
10. Where will you get the information from?

Problem 2





Problem 2A

Plagiarism by Justyn Olby

Every year students find it hard to get used to academic referencing and some are found to have plagiarized in their written assignments.

Despite the briefings that we give them, and the information provided online students still find themselves falling foul of the rules.

Where there are blatant cases of cheating it is hard to feel sympathy, but some genuinely make mistakes through misunderstanding exactly what constitutes plagiarism.

As a result, we at SMU are looking for a really effective way to help students understand academic referencing, the principle of plagiarism, and how to apply that learning in practice. We also want to impress upon the students why plagiarism is a problem, and how they can express themselves better, without copying other people's work.

As students of SMU we want your help in developing a valuable, interesting and, above all, effective way to help students understand these things and how they can avoid any suggestion of plagiarism when submitting academic work.

Work in your groups to come up with a short talk and a short, written guide with five key tips that you think can really help students to understand what plagiarism, referencing and the SMU Code of Conduct are.

You will need to have a deep understanding of these issues yourselves, so be prepared to present your talk to the class, and share your guide the next time we meet.

Include supporting arguments for why your talk will work, based on your understanding of referencing at SMU, plagiarism and the SMU Code of Conduct.

Key Learning

Writing for a purpose – persuade, inform

Writing for an audience – other students

Writing for a context – SMU

Structure – guide and presentation
Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
Every year students find it hard to get used to academic referencing and some are found to have plagiarized in their written assignments.	<p>Plagiarism is a repetitive issue. Something that students should be aware of.</p> <p>We are looking specifically for academic referencing, so students should be noting that this is a requirement.</p> <p>Plagiarism is highlighted in the first paragraph to make this a central concern.</p>
Despite the briefings that we give them, and the information provided online students still find themselves falling foul of the rules.	<p>We do seek to help, but our efforts are not enough.</p> <p>There is information provided online – students should be thinking of how and where to get this.</p> <p>There are rules and it is possible to break them, so students should know what they are and what they require of them.</p>
Where there are blatant cases of cheating it is hard to feel sympathy, but some genuinely make	Some students do cheat. We are not interested in helping them to cheat, so we should focus on those who make genuine mistakes.

Problem statement	Key ideas/Discussion
<p>mistakes through misunderstanding exactly what constitutes plagiarism.</p>	<p>The focus should be on developing an understanding of what plagiarism is, in the academic context.</p>
<p>As a result, we at SMU are looking for a really effective way to help students understand academic referencing, the principle of plagiarism, how to apply these in practice. We also want to impress upon the students why plagiarism is a problem, and how they can express themselves better, without copying other people's work.</p>	<p>Focus is on the SMU context.</p> <p>Students should be exploring what makes a communication like this one effective. The implication here is that the current efforts are ineffective, so they might want to explore what makes them that way.</p> <p>Three areas:</p> <p>Understanding academic referencing and the principle of plagiarism, and the application of that understanding to the students' own work.</p> <p>The focus here is to help the students to understand that plagiarism reduces their ability to express their own thoughts and ideas.</p>
<p>As students of SMU we want your help in developing a valuable, interesting and, above all, effective way to help students understand these things and how they can avoid any suggestion of plagiarism when submitting academic work.</p>	<p>They are students of SMU, so this sets the context for them, and gives them the sense that they are providing help to their university.</p> <p>This sets the objectives for their work. They should be asking what makes something "valuable, interesting, and... effective".</p> <p>The students should also be exploring what it means to "understand" something.</p>

Problem statement	Key ideas/Discussion
<p>Work in your groups to come up with a short talk and a short, written guide with five key tips that you think can really help students to understand what plagiarism, referencing and the SMU Code of Conduct are.</p>	<p>Emphasises that this is a group project.</p> <p>Students should be exploring what the adjective “short” means for both the talk and the written guide.</p> <p>The talk and the guide are both contexts for the students to write for. They should be exploring what the similarities and differences are between the two contexts.</p> <p>The number of tips has been set, but the students should also look into what and why they consider them to be “key”.</p> <p>The concept of “understanding” is repeated here.</p>
<p>You will need to have a deep understanding of these issues yourselves, so be prepared to present your talk to the class, and share your guide the next time we meet.</p>	<p>“Understanding” crops up again here. So, the students should have picked up on this. You can ask them to explain how they see “understanding” a concept as being different from simply being able to repeat what is written in the resources.</p>
<p>Include supporting arguments for why your talk will work, based on your understanding of referencing at SMU, plagiarism and the SMU Code of Conduct.</p>	<p>This gives the exercise an added meta-cognitive component. Students will have to be self-critical and explain their approach, and argue for why they think that it will work in SMU.</p> <p>Students will also have to consider how they will develop this understanding.</p>



Scaffold

Problem Definition

What are some of the key things in the problem that you need to concentrate on? (List 3)

Inquiry Stage

What do you know that might be helpful to solving this problem?

What are you not sure of?

What could you find out that would fill those gaps in your knowledge?

Analysis Stage

What have you found out that you think will be useful?

Why is it useful?

How does it change what you had planned?

Inference Stage

What are the possible ways to help students understand plagiarism?

Suggest three different ideas:

- 1.
- 2.
- 3.

Which one is likely to be the best?

Will you use Pathos, Logos, or Ethos?

<https://pathosethoslogos.com/>

Argument stage

Which one have you chosen?

Why is this the best one?

Resources

Plagiarism at SMU

<http://researchguides.smu.edu.sg/c.php?g=421797&p=2881298>

SMU Code of Academic Integrity
https://www.smu.edu.sg/sites/default/files/smu/pgpp/SMU%20Student%20Handbook_Code%20of%20Conduct%20Plagiarism_ReferenceDoc%20%281%29.pdf

Persuasive Writing
<http://www.copyblogger.com/persuasive-writing/>

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation note: Why is this relevant? How do you know that this is true? What do you plan to use this information for? *Notes: This problem requires the students to both write and present. Since there are five tips required each student should write and present one tip.

Duration	Activity	Materials/ Remarks
10 mins	<p><u>Research priorities</u></p> <p>Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem.</p> <p>Group discussions.</p>	<p>Facilitation note:</p> <p>What do you need to find out?</p> <p>Why will that be helpful?</p> <p>What aspects of the problem are you not sure of?</p> <p>Who will do what?</p>
40 mins	<p><u>Self-directed Learning</u></p> <p>Students work in groups to:</p> <ol style="list-style-type: none"> 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful. 	<p>Worksheet here</p> <p>Facilitation note:</p> <p>Go from team to team, from time to time to check to see if there are any issues that they should resolve.</p>
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish preparing before the next class.</p>	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
10 mins	Students to finalise their writing and/or presentation.	
50 mins	<p>Each team should present their talk to the class.</p> <p>After the talk the other teams should read the written materials.</p> <p>Each team should offer feedback on both what was presented, and what was written.</p> <p>Teams to share their feedback with each other.</p>	<p>Facilitation note:</p> <p>Was the team informative?</p> <p>Were they persuasive?</p> <p>How else could they have done it?</p> <p>How different was their approach to yours?</p> <p>Which would be better next time? Why?</p> <p>What have you learnt?</p>
15 mins	Facilitator to present the wrap-up slides	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
10 mins	Plagiarism slides from WR Coordinator to be shown to class	
5 mins	Any questions?	

Problem 2B

Plagiarism by Justyn Olby

Plagiarism is a problem in this module, and others.

Despite all our warnings, and attempts to educate them, every term students submit papers that fall short on academic referencing, or have real plagiarism. These problematic papers end up incurring a variety of penalties.

Sadly, this term is no exception, and we have a selection of new papers for review.

You have been asked to help the CEC Board of Discipline, consisting of the CEC Director and WR Coordinators, to examine the cases below. You will need to establish whether plagiarism has taken place, the seriousness of the offence, and the appropriate penalty to impose.

Once you have examined the papers, and reached your decision, you will need to do a short presentation of your cases to the Board and persuade them to accept both your findings and your proposed penalties.

Each team will be assigned to review two cases. When reviewing these cases, you should be fair, accurate, and work with reference to the SMU Code of Academic Integrity.

If you find that plagiarism has taken place, then you must decide how severe it is, and recommend a penalty. Possible penalties that you can recommend include:

- Referral to the University Council of Student Conduct.
- Failing grade for the module.
- Reduction in grade for the module.
- Failing grade for the assessment.
- Reduction in grade for the assessment.
- Formal warning, copied to the student's school.
- Verbal warning, with a note kept.

The Board of Discipline is made up of the following members:

Director of CEC

CEC teaching staff

CEC administration staff

Have everything ready for the next time we meet.

Key Learning

Writing for a purpose – persuade, inform
Writing for an audience – other students
Writing for a context – SMU
Structure – guide and presentation
Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
Plagiarism is a problem in this module, and others.	Plagiarism is a repetitive issue. Something that students should be aware of. Plagiarism is highlighted in the first paragraph to make this a central concern.
Despite all our warnings, and attempts to educate them, every term students submit papers that fall short on academic referencing, or have real plagiarism. These problematic papers end up incurring a variety of penalties.	We do seek to help, but our efforts are not enough. We are looking specifically for academic referencing, so students should be noting that this is a requirement. There is information provided online – students should be thinking of how and where to get this. There are rules and it is possible to break them, so students should know what they are and what the rules require of them.

Problem statement	Key ideas/Discussion
<p>Sadly, this term is no exception, and we have a selection of papers for review. Some are genuine mistakes, and some are plagiarism. You have been asked to help the CEC Board of Discipline, consisting of the CEC Director and WR Coordinators, to examine the cases below.</p> <p>You will need to establish whether plagiarism has taken place, the seriousness of the offence, and the appropriate penalty to impose.</p>	<p>Some students do cheat. We are not interested in helping them to cheat, so we should focus on those who make genuine mistakes.</p> <p>They have been asked to help with a serious process. They are students of SMU, so this sets the context for them, and gives them the sense that they are providing help to their university.</p> <p>The focus should be on developing an understanding of what plagiarism is, in the academic context.</p>
<p>Once you have examined the papers, and reached your decision, you will need to do a short presentation of your cases to the Board and persuade them to accept both your findings and your proposed penalties.</p>	<p>Focus is on the SMU context.</p> <p>They will need to analyse the papers.</p> <p>Students should be exploring what they see to determine plagiarism, and what might be a mistake.</p> <p>They should also be thinking of how to persuade senior people to agree with them.</p> <p>Students should be exploring what the adjective “short” means for a presentation like this.</p> <p>Emphasises that this is a group project.</p>

Problem statement	Key ideas/Discussion
<p>Each team will be assigned to review two cases. When reviewing these cases, you should be fair, accurate, and work with reference to the SMU Code of Academic Integrity.</p> <p>If you find that plagiarism has taken place, then you must decide how severe it is, and recommend a penalty. Possible penalties that you can recommend include:</p> <p>Referral to the University Council of Student Conduct.</p> <p>Failing grade for the module.</p> <p>Reduction in grade for the module.</p> <p>Failing grade for the assessment.</p> <p>Reduction in grade for the assessment.</p> <p>Formal warning, copied to the student's school.</p> <p>Verbal warning, with a note kept.</p>	<p>This sets the objectives for their work. They should be asking what makes plagiarism, and how serious it is.</p>

Problem statement	Key ideas/Discussion
<p>The Board of Discipline is made up of the following members:</p> <p>Director of CEC</p> <p>CEC teaching staff</p> <p>CEC administration staff</p> <p>Have everything ready for the next time we meet.</p>	<p>This describes the audience, so they should be thinking about what this means for their communication.</p>



Scaffold

Problem Definition

What are some of the key things in the problem that you need to concentrate on? (List 3)

Inquiry Stage

What do you know that might be helpful to solving this problem?

What are you not sure of?

What could you find out that would fill those gaps in your knowledge?

Analysis Stage

What have you found out that you think will be useful?

Why is it useful?

How does it change what you had planned?

Inference Stage

What are the possible ways to help students understand plagiarism?

Suggest three different ideas:

- 1.
- 2.
- 3.

Which one is likely to be the best?

Will you use Pathos, Logos, or Ethos?

<https://pathosethoslogos.com/>

Argument stage

Which one have you chosen?

Why is this the best one?

Resources

Plagiarism at SMU

<https://researchguides.smu.edu.sg/plagiarism>

SMU Code of Academic Integrity

https://www.smu.edu.sg/sites/default/files/smu/pgpp/SMU%20Student%20Handbook_Code%20of%20Conduct%20Plagiarism_ReferenceDoc%20%281%29.pdf

Persuasive Writing

<http://www.copyblogger.com/persuasive-writing/>

PBL Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation notes: What do you think the problem requires you to do? Why is this relevant? How do you know that this is true? What do you plan to use this information for? <i>*Notes:</i> This problem requires the students to both write and present. Each student should write and present on one case, and then the team can decide whose they want to use.
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?

Duration	Activity	Materials/ Remarks
40 mins	<p><u>Self-directed Learning</u></p> <p>Students work in groups to:</p> <ol style="list-style-type: none"> 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful. 	<p>Worksheet here.</p> <p>Facilitation note:</p> <p>Go from team to team, from time to time to check to see if there are any issues that they should resolve.</p>
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish preparing before the next class.</p>	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
10 mins	Students to finalise their writing and/or presentation.	
50 mins	Each team should present their talk to the class. Each team should offer feedback on both what was presented, and what was written.	Facilitation note: Was the team informative? Were they persuasive? How else could they have done it? How different was their approach to yours? Which would be better next time? Why? What have you learnt?
15 mins	Facilitator to present the wrap-up slides	Wrap slides Facilitation note: Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work. Give encouraging feedback.
10 mins	Plagiarism slides from WR Coordinator to be shown to class	
5 mins	Any questions?	

Lesson Plan: Session A

Plagiarism Cases for Problem 2B

Section of paper for review <i>(Note: May not be all of the potentially plagiarized text)</i>	TurnItIn Similarity Index
<p>Case 1</p> <p>Firstly, there is a large consumer pool in Thailand. Thailand accounts for about 90% of the continent's medical tourism market, and its medical tourism is growing at a yearly rate of approximately 16%. In 2012, its medical tourism made up around 0.4% of the national gross domestic product (MedHalt, 2017). This is because Thailand is able to offer patients medical services at low prices without compromising quality of care provided. The cost of medical treatment in Thailand amounts to savings of approximately 40% to 60% of the prices paid for similar treatments in more developed countries (MedHalt, 2017). Exposing itself to a</p>	<p>15%</p> <p><i>(Primary source from website)</i></p>
<p>Case 2</p> <p>While Healthway Medical Centre (HMC) already offers a diverse range of medical services (HMC Ltd, 2016), the hospital still lacks in its ability to attract international patients. For HMC to establish a foothold in this rising tourism industry, the hospital should develop specialised healthcare service centres catering to the geriatrics and wellness sectors. This allows the hospital to address primary concerns pertaining to the quality of medical care provided and presents new avenues to increase international patient outreach.</p>	<p>12%</p> <p><i>(Primary source from website)</i></p>
<p>Case 3</p> <p>HMC should also consider establishing a designated medical tourism department. Based on the marketing campaigns carried out in various countries to attract tourists to Singapore for healthcare, it is foreseeable that HMC will see an increase in the influx of medical tourists. The accompanying increase in requests for information and services will certainly pose a strain on the hospital's existing resources. As such, in establishing a separate medical tourism department, the hospital will be in a better position to accommodate the increase in requests from the medical tourists, ensuring a smooth treatment process.</p>	<p>10%</p> <p><i>(Primary source from current year SMU student paper)</i></p>

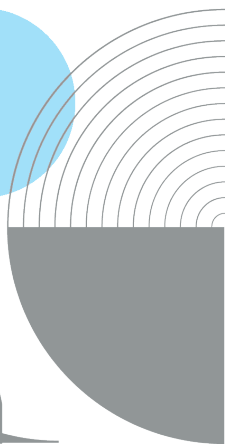
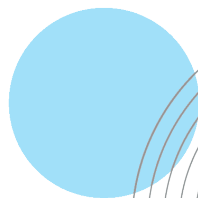
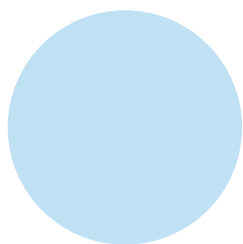
<p>Case 4</p> <p>3.5. Risks and Mitigation</p> <p>The first risk involves the influencer portraying SunMoon's brand and products differently from their original positioning, sending a wrong message to the audience. Social media influencers' actions heavily influence what people think of a brand and can jeopardise the brand's image. Hence, it is vital that SunMoon work very closely with XinLin in the content ideation stage where both parties are clear about the marketing message and goals.</p> <p>The second risk is that XinLin may decline the offer to work with SunMoon due to</p>	<p>7%</p> <p>(Primary source from previous year's SMU student paper)</p>
<p>Case 5</p> <p>Consumer's interest to purchase a product always depends on the willingness to buy and at the same time ability to pay for the product. Though they are willingness and ability to pay then also the consumers change their buying decisions because the influence of various factors such as the influence of colleges, social media and personal factors, etc. From the consumer purchasing behavior, I can conclude that ar</p>	<p>13%</p> <p>(Primary source from website)</p>
<p>Case 6</p> <p>Justification</p> <p>According to the American Art Therapy Association, art therapy is a mental health profession in which the process of making and creating artwork is used to "explore feelings, reconcile emotional conflicts, foster self-awareness, manage behaviour and addictions, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem." (Fitzpatrick, 2017).</p>	<p>5%</p> <p>(Primary source from published article)</p>
<p>Case 6</p> <p>Justification</p> <p>According to the American Art Therapy Association, art therapy is a mental health profession in which the process of making and creating artwork is used to "explore feelings, reconcile emotional conflicts, foster self-awareness, manage behaviour and addictions, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem." (Fitzpatrick, 2017).</p>	<p>5%</p> <p>(Primary source from published article)</p>

<p>Case 7</p> <p>There is risk involved where there may not be enough applicants as millennials may not be interested due to the nature of the job. Gallup's latest report reveals that 59% of millennials say opportunities to learn and grow are extremely important to them when applying for a job. (Adkins & Rigoni, 2016). This</p>	<p>6%</p> <p>(Primary source from published article)</p>
<p>Case 8</p> <p>The action plans are economically and operationally feasible to execute. By tapping on the increasing number of students who believe that they will benefit from having pets for emotional support and reduction of stress levels, this will align to our objective of reducing stress levels among students. (Martin,2015) Furthermore, implementation cost is within the</p>	<p>11%</p> <p>(Primary sources from previous year's SMU student paper)</p>
<p>Case 9</p> <p>in the industry. Though there might be some risks while committing to the recommendations in the short-term, there will be positive long-term benefits like building brand loyalty among future consumers that far outweighs the short-term difficulties. Thus, TSK should carry out this promotion and look to expand it in the future to a wider target audience.</p>	<p>9%</p> <p>(Primary source from SMU student paper)</p>
<p>Case 10</p> <p>We have developed a 4-month action plan, illustrated below, to ensure the success of such a project. It is inclusive of surveys, subsequent market research, a trial period of airtime and the analysis of the data collected during the trial period. The accumulated data shall be used to develop a final multi-channel program schedule and start promotional activities on the respective social medias, which will continue throughout the final launch phase. Following a successful launch, we will discuss extending the airtime duration of the advertisement, and possible changes in the content of the advertisement to better cater towards the consumer demographics.</p>	<p>15%</p> <p>(Primary source from SMU student paper)</p>



Problem 3





Problem 3A

Fish Oil by Justyn Olby

Snopes.com has been in touch. They are somewhat overwhelmed at the moment and they don't have time to attend to every request for verification.

The editorial team have sent over an article from the Daily Mail (<https://www.dailymail.co.uk/health/article-1062335/Why-daily-dose-fish-oils-boost-GCSE-grades.html>) that needs to be analysed. They have asked you to do a close-reading and annotation on the text.

They are particularly interested in how scientifically accurate and reliable the article is, and whether it has credible sources for its claims.

Use a synthesis matrix to gather data on fish oil supplements. Develop a close reading of the text, and compare your findings in the synthesis matrix to what is in the article.

Use that to write a short article to be published on Snopes.com.

Prepare to present it in our next class.

Deliverables:

- Each member of the team should write their own article.
- At the start of the next lesson the teams should each choose the best piece from their members to present.

Key Learning

Writing for a purpose – persuade

Writing for an audience – general audience

Writing for a context – short synthesis

Critical reading

Argument analysis

Analysis of sources

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
<p>Snopes.com has been in touch. They are somewhat overwhelmed at the moment and they don't have time to attend to every request for verification.</p>	<p>Snopes.com specializes in fact-checking, so students should be alert to the fact that they will need to focus on accurate and well-supported evidence.</p> <p>The lack of time should remind the students about the fact that we live in a world with “alternative facts” so Snopes is kept busy.</p> <p>The request for verification indicates that the students will need to check the information in the article.</p>
<p>The editorial team have sent over an article from the Daily Mail that needs to be analysed. They have asked you to do a close-reading and annotation on the text.</p>	<p>The article is from a British newspaper. The origin of the information is important, so they should note the source.</p> <p>They will need to do an analysis – they should be asking what this entails.</p> <p>They have also been asked to do a close reading, and annotation – they should note this for their research priorities, particularly if they do not know what these are.</p>
<p>They are particularly interested in how scientifically accurate and reliable the article is, and whether it has credible sources for its claims.</p>	<p>Scientifically accurate – this combines with the specialty of Snopes. Students should be considering what it means to be scientifically accurate, and noting it for their research.</p> <p>Reliability is important – students should be questioning what it</p>

Problem statement	Key ideas/Discussion
	<p>means to be reliable in this context. This is the first time that we have insisted on “credible sources”. They should note this, and they should have some prior knowledge about source selection and credibility from the Library.</p> <p>Note: This is where a major part of the actual problem is. The students must work out how to verify information.</p>
<p>Use a synthesis matrix to gather data on fish oil supplements.</p> <p>Develop a close reading of the text, and compare your findings in the synthesis matrix to what is in the article.</p> <p>Use that to write a short article to be published on Snopes.com.</p>	<p>The synthesis matrix is being introduced here. Students should note that it is required, and note that they need to add this to their research.</p> <p>A “short article” – the context of an “article” for Snopes tells them that they should be thinking about what goes into an article, what the Snopes style is, and deciding on how long the piece should be.</p> <p>Note: This is where the problem for the writing component is. The students must work out how they will write an article, and what makes it different. They will also need to address the possible audience, their purpose, and what structure to use.</p>

Problem statement	Key ideas/Discussion
<p>Prepare to present it in our next class.</p> <p>Deliverables:</p> <p>Each member of the team should write their own article.</p> <p>At the start of the next lesson the teams should each choose the best piece from their members to present.</p>	<p>The concept of choosing the “best” piece draws on Problem 1, where they developed criteria. Students should be considering how they will decide which of their articles is “best”.</p>

Scaffold/ Worksheet

1. What does the problem require you to do?
2. What does Snopes.com do? What does this imply for you as writers?
3. a) What do you know about the Daily Mail?
b) How does your knowledge of the source of the information help you?
4. List at least five things that you should take note of and double-check when doing critical reading:

1	The source of the information
2	The quality of the argument presented
3	
4	
5	

5. What can you do to check the quality of the argument presented?
6. This article might be helpful: <https://www.badsience.net/2008/09/dave-ford-from-durham-council-plays-at-being-a-scientist-again/>
 - a) What issues does this raise?
 - b) How do these issues affect your view of the piece in the Daily Mail?
7. Have a look at how these examples use a synthesis matrix to analyse how different sources deal with a subject.
<https://www.academiccoachingandwriting.org/dissertation-doctor/dissertation-doctor-blog/iii-a-synthesis-matrix-as-a-tool-for-analyzing-and-synthesizing-prior-resea>

Try preparing a synthesis matrix synthesising information from your sources.

8. What do you look for to check if a source is reliable?
List three things:
 - A.
 - B.
 - C.
9. Why do those things make a source more (or less) reliable?
10. What else can you do to check your source's information?
11. Are you writing to persuade, inform or entertain?
12. How much information do you think that you **need** to include in the article?

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should finish writing the article before the next class.	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
15 mins	Students to finalise their writing. Teams to choose which of their individual arguments are the best, and use that one to present to the class.	
30 mins	Each team to read, discuss and review another team's article.	

Duration	Activity	Materials/ Remarks
	1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1 The teams should discuss: 1. Whether the article has answered the problem. 2. Whether the writing is sufficiently persuasive and informative. 3. Whether the writing is well-targeted to the relevant audience. 4. What improvements they could recommend.	
20 mins	Teams to share their feedback with each other.	Facilitation note: Why was that important? How else could they have done it? How different was their approach to yours? Which would be better next time? Why? What have you learnt?
20 mins	Facilitator to present the wrap-up slides	Wrap slides. Facilitation note: Ensure that you note where the students managed to meet the

Duration	Activity	Materials/ Remarks
		objectives, and where the issues in the slides are reflected in their work. Give encouraging feedback.
5 mins	Any questions?	

Problem 3B

Personality Tests by Justyn Olby

Every term I get a new group of students in my class. Every term I spend some time sorting them into teams, to try to ensure that I get a good mix of the sexes and backgrounds in each team.

The trouble is that I always end up with some teams who may not be functioning at their best, and I am worried that I don't have the right mix. I am looking for a way to make the team selection process better.

I recently came across the article that is in your folder. It talks about using a personality test called the Myers-Briggs Type Indicator (MBTI) to create teams. It says that you can find matching personality types and group them up so that they all contribute their best.

I also came across two other articles that contradict this and I don't know what to think.

I am by nature a skeptic, and I try very hard to apply scientific thinking to articles that I read, so I would like to know how useful the article actually is when it comes to making my teams work well.

I am particularly interested in how scientifically accurate and reliable the article is, and whether it has credible sources for its claims.

Please use a synthesis matrix to gather data on the MBTI.

Develop a close reading of the texts, and compare your findings to what is in the article.

Use that to write a short news article to be published on our class newsletter (more on this in a later class).

Prepare to present your article in our next class.

Deliverables:

- Each member of the team should write their own article.
- At the start of the next lesson the teams should each choose the best piece from their members to present.

Key Learning

- Writing for a purpose – persuade
- Writing for an audience – general audience
- Writing for a context – short synthesis
- Critical reading
- Argument analysis
- Analysis of sources

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
<p>Every term I get a new group of students in my class. Every term I spend some time sorting them into teams, to try to ensure that I get a good mix of the sexes and backgrounds in each team.</p> <p>The trouble is that I always end up with some teams who may not be functioning at their best, and I am worried that I don't have the right mix. I am looking for a way to make the team selection process better.</p>	<p>The focus is on helping the teacher. They should know enough about what and who students are by now. Time is needed to sort the students into teams.</p> <p>They should be looking for something that gives a good mix.</p> <p>The focus should be on making the teams function well.</p> <p>What they suggest should make the selection process better, so it needs to work.</p>

Problem statement	Key ideas/Discussion
<p>I recently came across the article in your folder. It talks about using a personality test called the Myers-Briggs Type Indicator (MBTI) to create teams. It says that you can find matching personality types and group them up so that they all contribute their best.</p> <p>I also came across two other articles that contradict this and I don't know what to think.</p>	<p>They now know what type of personality test we are referring to. The article sets the scope for how the MBTI can be used.</p> <p>The other articles challenge that scope.</p>
<p>I am by nature a skeptic, and I try very hard to apply scientific thinking to articles that I read, so I would like to know how useful the article actually is when it comes to making my teams work well.</p> <p>I am particularly interested in how scientifically accurate and reliable the article is, and whether it has credible sources for its claims.</p>	<p>This tells you something about the audience.</p> <p>They should consider what “scientific thinking” means.</p> <p>Scientifically accurate – this combines with the specialty of Snopes. Students should be considering what it means to be scientifically accurate, and noting it for their research.</p> <p>Reliability is important – students should be questioning what it means to be reliable in this context.</p> <p>This is the first time that we have insisted on “credible sources”. They should note this, and they should have some prior knowledge about source selection and credibility from the Library.</p>

Problem statement	Key ideas/Discussion
	<p>Note: This is where a major part of the actual problem is. The students must work out how to verify information.</p>
<p>Use a synthesis matrix to gather data on MBTI. Develop a close reading of the text, and compare your findings in the synthesis matrix to what is in the article. Use that to write a short article to be published on our newsletter.</p>	<p>The synthesis matrix is being introduced here. Students should note that it is required, and note that they need to add this to their research.</p> <p>A “short article” – the context of an “article” for a news context tells them that they should be thinking about what goes into an article, and deciding on how long the piece should be.</p> <p>Note: This is where the problem for the writing component is. The students must work out how they will write an article, and what makes it different. They will also need to address the possible audience, their purpose, and what structure to use.</p>
<p>Prepare to present it in our next class.</p> <p>Deliverables:</p> <ul style="list-style-type: none"> • Each member of the team should write their own article. • At the start of the next lesson the teams should each choose the best piece from their members to present. 	<p>The concept of choosing the “best” piece draws on Problem 1, where they developed criteria. Students should be considering how they will decide which of their articles is “best”.</p>

Scaffold/ Worksheet

1. What does the problem require you to do?
2. What does scientific thinking imply? What does this mean for you as writers and researchers?
3. a) What do you know about the sources of the articles?
b) How does your knowledge of the source of the information help you?
4. List at least five things that you should take note of and double-check when doing critical reading:

1	The source of the information
2	The quality of the argument presented
3	
4	
5	

5. What can you do to check the quality of the argument presented?
6. What issues do the different articles raise for you?
How do these issues affect your view of the articles?
7. Have a look at how these examples use a synthesis matrix to analyse how different sources deal with a subject.
<https://www.academiccoachingandwriting.org/dissertation-doctor/dissertation-doctor-blog/iii-a-synthesis-matrix-as-a-tool-for-analyzing-and-synthesizing-prior-resea>

Try preparing a synthesis matrix synthesising information from your sources.

8. What do you look for to check if a source is reliable?
List three things:
A.
B.
C.
9. Why do those things make a source more (or less) reliable?
10. What else can you do to check your source's information?
11. Are you writing to persuade, inform or entertain?
12. How much information do you think that you **need** to include in the article?

Extra Sources

<https://www.vox.com/2014/7/15/5881947/myers-briggs-personality-test-meaningless>

<https://www.bbc.com/news/blogs-echochambers-28315137>

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should finish writing the article before the next class.	

Lesson Plan: Session A

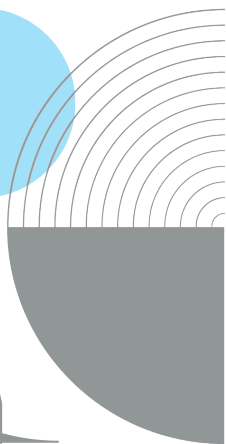
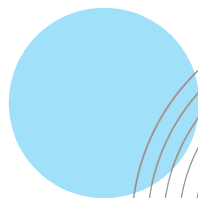
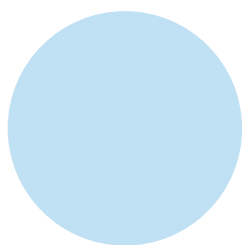
Duration	Activity	Materials/ Remarks
15 mins	Students to finalise their writing. Teams to choose which of their individual arguments are the best, and use that one to present to the class.	
30 mins	Each team to read, discuss and review another team's article.	

Duration	Activity	Materials/ Remarks
	1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1 The teams should discuss: 1. Whether the article has answered the problem. 2. Whether the writing is sufficiently persuasive and informative. 3. Whether the writing is well-targeted to the relevant audience. 4. What improvements they could recommend.	
20 mins	Teams to share their feedback with each other.	Facilitation note: Why was that important? How else could they have done it? How different was their approach to yours? Which would be better next time? Why? What have you learnt?
20 mins	Facilitator to present the wrap-up slides	Wrap slides. Facilitation note: Ensure that you note where the students managed to meet the

Duration	Activity	Materials/ Remarks
		objectives, and where the issues in the slides are reflected in their work. Give encouraging feedback.
5 mins	Any questions?	

Problem 4





Problem 4A

Reach Out by Justyn Olby

“Why should you care?”

Singapore’s Ministry of Communications and Information runs the REACH Feedback unit (<https://www.reach.gov.sg>) for Singaporeans to give feedback and suggestions about public policy initiatives.

REACH would like to find out what issues affecting Singapore matter most to future professionals.

Each of Singapore’s universities have been invited to send a team to a public consultation run by REACH to present the issue that matters most to them. The panel only has the time to run a full consultation on one more issue this year and they want to know which of all the possible ones would be the best use of their limited time.

The student teams will present to a general audience of Singaporean citizens from all walks of life, and seek to convince them that the issue that they present should be the one to be considered by the panel, for recommendation to the relevant ministry.

SMU is selecting its representatives now. One of the teams from our class could be the one that represents SMU.

Choose an issue from the list, one that matters to you. Prepare to convince the rest of the class that your issue is the one that matters most, and therefore is the one that needs to be considered by the panel in the limited time available.

Develop a compelling presentation to convince your class, and impress the REACH panel. Write an executive summary of the main points of your case to share with the audience.

Here are the issues that the panel would be able to consider.

They want you to choose from:

1. Should Government regulate ethical decisions made by self-driving cars?

<https://www.wired.com/story/self-driving-cars-will-kill->

people-who-decides-who-dies/

2. Should there be government restrictions on the use of artificial intelligence in the workplace, to protect the jobs of workers?

<https://www.cnn.com/2017/04/27/kai-fu-lee-robots-will-replace-half-of-all-jobs.html>

3. Should a first-class bachelor's degree be required for employment by government offices?

4. Given the drop in birth rates, should universities in Singapore take in more foreign students to make up the numbers or lower their entrance requirements?

5. Should women serve National Service alongside men?

6. Should the reservist system for NS be shortened?

7. Should the Singapore education system adopt the approach used by Finland?

<http://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/>

8. Should the government explore ways to reduce the stress on children in schools?

<https://www.scmp.com/news/asia/southeast-asia/article/3017171/singapores-stressed-schoolchildren-show-human-cost-city>

9. Should government have a greater role in regulating the creation and spread of “fake news”?

<http://www.bbc.com/news/technology-41319683>

Key Learning

Writing for a purpose – persuade

Writing for an audience – general audience

Writing for a context – Singapore’s development

Structure – Presentation and Executive summary

Critical reading

Analysis of sources
Clear, concise, coherent

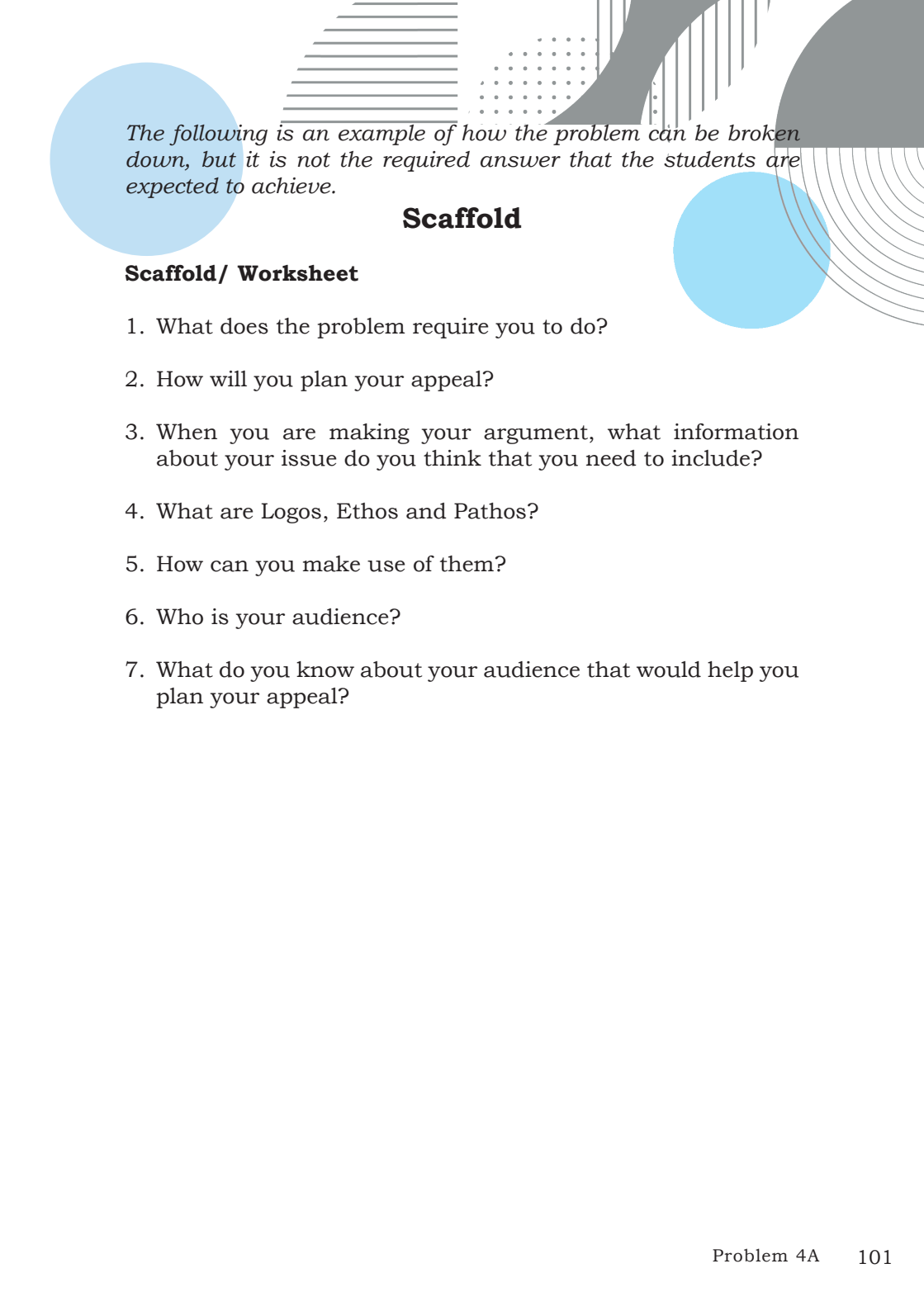
Breaking the problem down

Problem statement	Key ideas/Discussion
<p>Singapore’s Ministry of Communications and Information runs the REACH Feedback unit (https://www.reach.gov.sg) for Singaporeans to give feedback and suggestions about public policy initiatives.</p> <p>REACH would like to find out what issues affecting Singapore matter most to future professionals.</p>	<p>This indicates that this will be a formal piece of communication.</p> <p>The issues discussed must be relevant to Singapore. They can be global, but there must be a connection to Singapore.</p> <p>“matter most” – this builds on their previous work developing criteria.</p> <p>They are the future professionals, so they can choose on the basis of what matters to them.</p>
<p>Each of Singapore’s universities have been invited to send a team of students to a public consultation run by REACH to present the issue that matters most to them.</p>	<p>This sets the stage – the presenters will be among their peers.</p> <p>The problem involves them, as students. They do not need to imagine that they are anything else this time.</p> <p>This tells them who the audience is – both the REACH panel, and members of the general public who may attend.</p>

Problem statement	Key ideas/Discussion
<p>The panel only has the time to run a full consultation on one more issue this year and they want to know which of all the possible ones would be the best use of their limited time.</p>	<p>Note: This is the key to problem. How can the teams persuade the panel that their issue is the one to focus on?</p> <p>Note: This problem is not about the teams presenting a solution to the issue that they have chosen. It is to persuade the panel that their issue is more important.</p>
<p>The student teams will present to a general audience of Singaporean citizens from all walks of life, and seek to convince them that the issue that they present should be the one to be considered by the panel, for recommendation to the relevant ministry.</p>	<p>This is the second part of the audience. So, the teams must consider how they will couch their persuasion to reach this general audience.</p> <p>The ministry will be the one to solve the problem, so the teams should focus on how important their issue is.</p>
<p>SMU is selecting its representatives now. One of the teams from our class could be the one that represents SMU.</p>	<p>A repeated sense of urgency here. The teams need to do their best to be the one who gets chosen.</p>

Problem statement	Key ideas/Discussion
<p>Choose an issue from the list, one that matters to you. Prepare to convince the rest of the class that your issue is the one that matters most, and therefore is the one that needs to be considered by the panel in the limited time available.</p>	<p>Encourage the teams to choose a topic that they have some personal interest in.</p> <p>Purpose: To persuade. What do they know about argumentation at this point?</p>
<p>Develop a compelling presentation to convince your class, and impress the REACH panel. Write an executive summary of the main points of your case to share with the audience.</p>	<p>Purpose: To persuade, but also this provides some emphasis. Teams should consider what a compelling presentation looks like.</p> <p>This is the first time that they have encountered the idea of an Executive Summary, so they should be considering what this is.</p>
<p>Here are the issues that the panel would be able to consider.</p> <p>They want you to choose from:</p> <ol style="list-style-type: none"> 1. Should Government regulate ethical decisions made by self-driving cars? 	

Problem statement	Key ideas/Discussion
<ol style="list-style-type: none"> 2. Should there be government restrictions on the use of artificial intelligence in the workplace, to protect the jobs of workers? 3. Should a first class bachelor's degree be required for employment by government offices? 4. Given the drop in birth rates, should universities in Singapore take in more foreign students to make up the numbers or lower their entrance requirements? 5. Should women serve National Service alongside men? 6. Should the reservist system for NS be shortened? 7. Should the Singapore education system adopt the approach used by Finland? 8. Should the government explore ways to reduce the stress on children in schools? Article here 9. Should government have a greater role in regulating the creation and spread of "fake news"? 	



The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Scaffold

Scaffold/ Worksheet

1. What does the problem require you to do?
2. How will you plan your appeal?
3. When you are making your argument, what information about your issue do you think that you need to include?
4. What are Logos, Ethos and Pathos?
5. How can you make use of them?
6. Who is your audience?
7. What do you know about your audience that would help you plan your appeal?

Lesson Plan: Session B

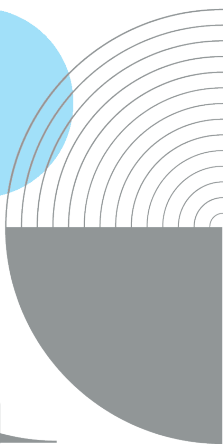
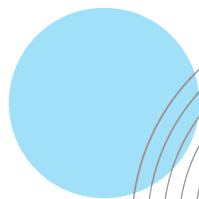
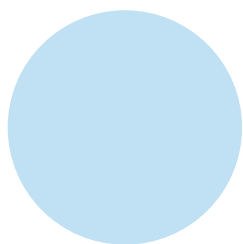
Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here. Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	<p>research plan.</p> <p>4. Make and share notes on what they have found out and how it might be useful.</p>	
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish writing their work before the next class.</p>	

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
30 mins	<p>Each team to present their case for why their topic is the most important.</p> <p>After each presentation, the teams should discuss:</p> <ol style="list-style-type: none"> 1. Whether the argument was sufficiently persuasive. 2. Why it was/wasn't. 3. Whether the presentation was well-targeted to the relevant audience. 4. What improvements they could recommend. <p>After all the teams have presented hold a vote to decide the winning team.</p>	
20 mins	<p>Ask the teams to share their feedback with each other as to why they voted for/didn't vote for them.</p>	<p>Facilitation note:</p> <p>Why was that important?</p> <p>How else could they have done it?</p> <p>How different was their approach to yours?</p> <p>Which would be better next time? Why?</p> <p>What have you learnt?</p>

Duration	Activity	Materials/ Remarks
20 mins	Facilitator to present the wrap-up slides.	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	
15 mins	Discuss the help available for students' writing.	Encourage students to seek help from the Comms Coaches if they need it.



Problem 4B

Balloon Debate by Justyn Olby

I am piloting a hot air balloon, floating serenely over the ocean. With me are a collection of much-loved fictional characters, and we have been enjoying the ride.

Unfortunately, the fuel has run out and the balloon is starting to descend towards the sea. In this universe the fictional characters have lost whatever powers they once had, and are unable to help.

If we can drastically reduce the weight in the balloon, we will be able to reach the shore, and safety. However, this drastic weight reduction will require all but one of the characters to sacrifice themselves.

Only the pilot and one character can survive. The others will be lost for all time. If they die, then they will never have existed, and all their stories will be lost with them.

I have decided that each of the figures can present their case for survival. They have used the satellite phone to call you for help.

They want each team to choose one of them, and develop the strongest argument that you can to persuade me, and the other teams that they should be the one to save.

The characters include:

Batman

Kitty-chan

Goku

Harry Potter

Sherlock Holmes

Mickey Mouse

Queen Elsa

Pikachu

Wolverine

Gandalf

(Or, a fictional person of your choice)

Prepare a two-minute elevator pitch for your character.

Write a 150 word (max) executive summary of your argument for their survival. You will need to present your arguments the next time that we meet.

Key Learning

- Writing for a purpose – persuade
- Writing for an audience – general audience
- Writing for a context – Persuasive speech
- Structure – Presentation and Executive summary
- Critical reading
- Analysis of sources
- Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
I am piloting a hot air balloon, floating serenely over the ocean. With me are a collection of much-loved fictional characters, and we have been enjoying the ride.	This sets the context, and also indicates the audience. The characters are important to everyone.
Unfortunately, the fuel has run out and the balloon is starting to descend towards the sea. In this universe the fictional characters have lost whatever powers they once had, and are unable to help.	This sets the stage – the problem is serious.

Problem statement	Key ideas/Discussion
<p>If we can drastically reduce the weight in the balloon, we will be able to reach the shore, and safety. However, this drastic weight reduction will require all but one of the characters to sacrifice themselves.</p>	<p>There is a potential solution to the problem.</p> <p>...but only one can survive.</p>
<p>Only the pilot and one character can survive. The others will be lost for all time. If they die, then they will never have existed, and all their stories will be lost with them.</p>	<p>A repeated sense of urgency here.</p> <p>The teams need to do their best to be the one who gets chosen.</p>
<p>I have decided that each of the figures can present their case for survival. They have used the satellite phone to call you for help. They want each team to choose one of them, and develop the strongest argument that you can to persuade me, and the other teams that they should be the one to save.</p>	<p>The class is helping the characters.</p> <p>Note: This is the key to problem. How can the teams persuade the pilot and the other teams that their character should survive?</p> <p>Purpose: To persuade. What do they know about argumentation at this point?</p>

Problem statement	Key ideas/Discussion
<p>The characters include:</p> <p>Batman</p> <p>Kitty-chan</p> <p>Goku</p> <p>Harry Potter</p> <p>Sherlock Holmes</p> <p>Mickey Mouse</p> <p>Queen Elsa</p> <p>Pikachu</p> <p>Wolverine</p> <p>Gandalf</p> <p>(Or, a fictional person of your choice)</p>	<p>Encourage the teams to choose a character that they have some personal interest in.</p>
<p>Prepare a two-minute elevator pitch for your character.</p> <p>Write a 150 word (max) executive summary of your argument for their survival. You will need to present your arguments the next time that we meet.</p>	<p>Purpose: To persuade, but also this provides some emphasis. Teams should consider what a compelling presentation looks like.</p> <p>This is the first time that they have encountered the idea of an Executive Summary, so they should be considering what this is.</p>



Scaffold

Balloon debate:

https://en.wikipedia.org/wiki/Balloon_debate

Scaffold/ Worksheet

1. What does the problem require you to do?
2. How will you plan your appeal?
3. When you are making your argument, what information about your issue do you think that you need to include?
4. What are Logos, Ethos and Pathos?
5. How can you make use of them?
6. Who is your audience?
7. What do you know about your audience that would help you plan your appeal?

PBL Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation note: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics.	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	<p>3. Continue to add to their research plan.</p> <p>4. Make and share notes on what they have found out and how it might be useful.</p>	
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish their work before the next class.</p>	

Lesson Plan: Session A

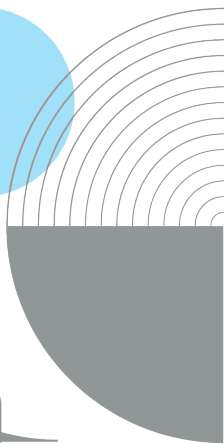
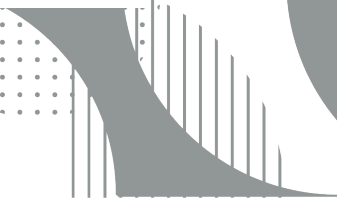
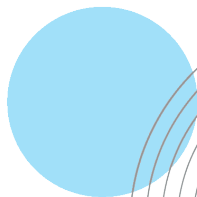
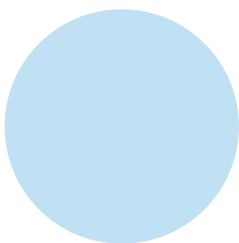
Duration	Activity	Materials/ Remarks
30 mins	<p>Each team to present their case for why their topic is the most important.</p> <p>After each presentation, the teams should discuss:</p> <ol style="list-style-type: none"> 1. Whether the argument was sufficiently persuasive. 2. Why it was/wasn't. 3. Whether the presentation was well-targeted to the relevant audience. 4. What improvements they could recommend. <p>After all the teams have presented hold a vote to decide the winning team.</p>	
20 mins	Ask the teams to share their feedback with each other as to why they voted for/didn't vote for them.	<p>Facilitation note:</p> <p>Why was that important?</p> <p>How else could they have done it?</p> <p>How different was their approach to yours?</p> <p>Which would be better next time? Why?</p> <p>What have you learnt?</p>
20 mins	Facilitator to present the wrap-up slides	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students</p>

Duration	Activity	Materials/ Remarks
		<p>managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	
15 mins	Discuss the help available for students' writing.	Encourage students to seek help from the Comms Coaches if they need it.



Problem 5





Problem 5

Front Page by Justyn Olby

Being well-informed about local and international news is very important for people of all ages. However, a surprisingly small number of SMU students read the news regularly. I would like to change that, so I want to create a weekly newspaper for our class.

The newspaper will contain summaries of the five most important stories for SMU students to read, and a link to the original. I am not sure what stories might be important for students to read, so I need each team to select and summarise the five that you think should be on our front page.

Bear in mind that the stories will also need to interest and engage the readers, so choose carefully.

Use the template provided to put together your front page for our next class.

Key Learning

Writing for a purpose – inform

Writing for an audience – fellow students

Writing for a context – news summaries

Critical reading

Summarisation

Analysis of sources

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
<p>Being well-informed about local and international news is very important for people of all ages.</p> <p>However, a surprisingly small number of SMU students read the news regularly. I would like to change that, so I want to create a weekly newspaper for our class.</p>	<p>This is an assumption, and it would be one that students may/should question. (<i>Note: you can use this to generate discussion about whether THEY think that it is important to them.</i>)</p> <p>Is this true? It doesn't matter if it is true or not, but they should discuss how to increase the number regardless.</p> <p>This sets the context – what goes into a weekly newspaper, rather than a daily?</p>
<p>The newspaper will contain summaries of the five most important stories for SMU students to read, and a link to the original. I am not sure what stories might be important for students to read, so I need each team to select and summarise the five that you think should be on our front page.</p>	<p>What is a summary?</p> <p>How will they choose? What do they define as “important”?</p> <p>SMU students are the audience. Since this is the fifth problem, we can expect a bit more depth in the analysis of the audience here.</p> <p>They will need to both select and summarise the stories. Reminder here about setting and using criteria for selection, and a discussion of how they will critically assess the stories.</p>

Problem statement	Key ideas/Discussion
<p>Bear in mind that the stories will also need to interest and engage the readers, so choose carefully.</p>	<p>A reminder to put the audience at the centre of their discussions.</p>
<p>Use the template provided to put together your front page for our next class.</p>	<p>There is a template that gives a clear hierarchy for the stories, so they will not only have to select stories they will also have rank them.</p>



Scaffold/ Worksheet

1. Is this week's outcome primarily to persuade, inform or entertain?
Why do you say that?
2. What influence does the audience have on your writing this week?
Describe some key aspects of your intended audience:
3. What influence does the medium (context) of a newspaper have on your writing?
4. What do you know about creating and using criteria that will help you to choose your stories this week?
Look at Q2 – what do you know about your audience that will help you choose your stories?
5. What does a summary require you to do?
6. What will you do to make sure that your summaries are appropriate to your audience?
7. How much information do you think that you **need** to include in the summary? How will choose what to include and what to leave out?
Look at Q2 – what do you know about your audience that will help you choose your information?
8. Have a look at this site:
<https://coschedule.com/blog/write-a-headline/>
What can you learn from it that will help you write your headlines?

Resources

Writing a summary:

<https://www.youtube.com/watch?v=WZFI6dvgOzU>

<https://owlcation.com/academia/How-to-Write-a-Summary>

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should finish writing their work before the next class.	

Lesson Plan: Session A

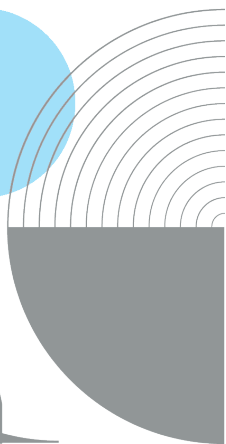
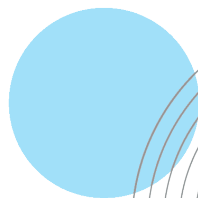
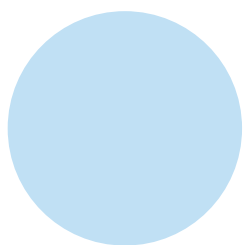
Duration	Activity	Materials/ Remarks
15 mins	Students to finalise their writing. Teams to choose which of their individual arguments are the best, and use that one to present to the class.	
30 mins	Each team to read, discuss and review another team's article.	

Duration	Activity	Materials/ Remarks
	<p>1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1</p> <p>After reading and commenting on the individual newspapers the teams should choose the best one of the five that they have read.</p> <p>The teams should discuss:</p> <ol style="list-style-type: none"> 1. Whether the stories chosen were right for the audience. 2. Whether the writing is well-targeted to the relevant audience. 3. What improvements they could recommend. 	
20 mins	Teams to share their feedback with each other.	<p>Facilitation note:</p> <p>Why was that important?</p> <p>How else could they have done it?</p> <p>How different was their approach to yours?</p> <p>Which would be better next time? Why?</p> <p>What have you learnt?</p>

Duration	Activity	Materials/ Remarks
20 mins	<p>Facilitator to present the wrap-up slides</p> <p>Each team to read, discuss and review another team's article.</p>	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	

Problem 6





Problem 6

Common Myhttakes by Justyn Olby

Every year Singapore holds the Singapore Science Festival. Next year SMU wants to contribute to the festival by publishing a video guide for schools on the development of critical thinking and a scientific mindset in the young.

The guide is primarily aimed at secondary school children, and is intended to help them use scientific thinking to maintain their health, rather than be conned by online miracle cure sellers.

Part of the guide will be called “Singaporean Myhttakes”. This will be a discussion of some commonly held local beliefs about health and wellness that have no scientific basis. The producers have asked this class to find five such beliefs, and research how they have been debunked by science.

They want you to write up an engaging and well-researched script for each of the beliefs that you identify. The total time for the script to be read should be no more than 10 minutes, meaning that each of the beliefs should have just two minutes of time.

The class will listen to your finished pieces, and then select the best five pieces and send them on to the editors. Make sure that you impress your colleagues.

Deliverables:

Each team to produce five, two-minute, scripts and an entertaining way to present them.

Key Learning

Writing for a purpose – persuade, entertain & inform

Writing for an audience – general public (secondary school students)

Writing for a context – Singapore, Science Festival

Analysis of sources

Critical thinking

Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
Every year Singapore holds the Singapore Science Festival . Next year SMU wants to contribute to the festival by publishing a video guide for schools on the development of critical thinking and a scientific mindset in the young.	<p>This is a festival of science, so it implies that the anything included should be scientifically valid.</p> <p>This sets the format and the context for the writing this week.</p> <p>Students should be asking what they consider “critical thinking” to be, and what a “scientific mindset” requires.</p>
The guide is primarily aimed at secondary school children , and is intended to help them use scientific thinking to maintain their health , rather than be conned by online miracle cure sellers .	<p>This is where the audience gets defined. Students should explore what they know about this audience and how to engage them.</p> <p>The idea of “scientific thinking” is raised here. Students should be considering what this is, and how they would encourage it. The concept of “health” is raised here, so the myths should probably have some connection to health.</p> <p>Students may know something about miracle cures, and other purported medicines from the Fish Oil problem.</p>

Problem statement	Key ideas/Discussion
<p>Part of the guide will be called “Singaporean Myhtakes”. This will be a discussion of some commonly held local beliefs about health and wellness that have no scientific basis. The producers have asked this class to find five such beliefs, and research how they have been debunked by science.</p>	<p>The health myths must be sufficiently local to be classified under this category. They should not be global, but local.</p> <p>The myths should be about “health and wellness”. How this is interpreted is up to the students.</p> <p>“No scientific basis” means that the myths should be checked against established science. This is a good place to use the synthesis matrix, and to discuss reliable sources.</p> <p>Five – each person in the team has to find and research one myth.</p> <p>It would be good if the myth has been tested, but it is also ok for the students to note that a myth might simply have no evidence for it.</p>
<p>They want you to write up an engaging and well-researched script for each of the beliefs that you identify. The total time for the script to be read should be no more than 10 minutes, meaning that each of the beliefs should have just two minutes of time.</p>	<p>Students should be exploring what “engaging” and “well-researched” mean in this context.</p> <p>This gives scope for their writing – no more than two minutes long. This is a good chance for them to practice the 3Cs.</p>

Problem statement	Key ideas/Discussion
<p>The class will listen to your finished pieces, and then select the best five pieces and send them on to the editors. Make sure that you impress your colleagues.</p>	<p>A reminder to craft something that stands out.</p>
<p>Deliverables:</p> <p>Each team to produce five, two-minute, scripts and an entertaining way to present them.</p>	



Scaffold/ Worksheet

1. What does the problem require you to do?
2. Watch this video:
<https://www.youtube.com/watch?v=C7UAU3Pxi5c>
What did you notice about how the video was designed to engage its audience?
What did you notice about how the video presents evidence to support its assertions?
3. How can you identify common myths that are worth checking?
Try listing three things (from each member) that your parents/grandparents told you about how to stay healthy, or what makes you sick. How many of them sound like they are really true or, at least, maybe not as true as they might be?)
4. How can you decide whether the beliefs are able to be debunked?
5. How will you check if they have been debunked?
6. How will you check to see if your sources are reliable?
7. What do you know about your audience that will help you plan your communication this time?
8. What do you think that the term “engaging” means in this context? What will you do to engage your audience?

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should finish writing the speech before the next class.	

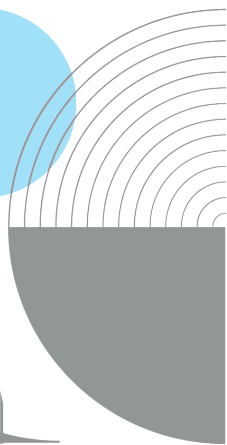
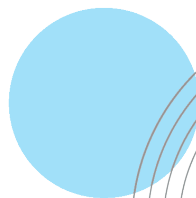
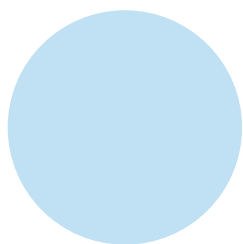
Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
45 mins	Each team to read, discuss and review another team's article. 1 -> 2 2 ->3 3 ->4 4 ->5 5 ->1 The teams should discuss: 1. Whether the script has answered the problem.	

Duration	Activity	Materials/ Remarks
	2. Whether the writing is sufficiently persuasive and informative. 3. Whether the writing is well-targeted to the relevant audience. 4. What improvements they could recommend.	
20 mins	Teams to share their feedback with each other.	Facilitation note: Why was that important? How else could they have done it? How different was their approach to yours? Which would be better next time? Why? What have you learnt?
20 mins	Facilitator to present the wrap-up slides	Wrap slides Facilitation note: Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work. Give encouraging feedback.
5 mins	Any questions?	

Problem 7





Problem 7

The Important Stuff by Justyn Olby

The Washington Post recently published an article that described research conducted by Google exploring what skills it should look for in its best employees. (See: **The surprising thing Google learned about its employees — and what it means for today's students**, Washington Post, 2017)

The findings show that getting a golden GPA is just not enough to be sure of being successful in multinational companies like Google. To show that you can succeed you will need to have more than just your grades.

There will be a big career fair on campus soon, filled with companies who are looking for future employees.

The firms coming to SMU have taken note of Google's findings, and are changing their hiring strategies. They will be following Google's lead in looking for future employees who will be able to compete on a world stage. They want to be sure that their future hires have what they are looking for.

The companies have set up a panel to listen to student teams and recruit some future interns. You will get a chance to present to this panel and, hopefully, impress these future employers with your grasp of the skills that they value.

You will need to work hard to impress them, craft a really engaging and persuasive presentation that shows how good you are at the things that they value most.

Be prepared to deliver in our next class.

Key Learning

Writing for a purpose – persuade, entertain & inform

Writing for an audience – Business recruiters

Writing for a context – Recruitment

Structure – Presentation/public speaking

Analysis of sources

Critical thinking

Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
The Washington Post recently published an article that described research conducted by Google exploring what skills it should look for in its best employees.	<p>The WP is a generally reliable source.</p> <p>The discussion is evidence-based.</p> <p>Google is a multinational employer, with a global presence. The findings should be important.</p> <p>The evidence is new, and will guide future employment decisions.</p> <p>The findings relate to those employees who are the best for Google.</p>
The findings show that getting a golden GPA is just not enough to be sure of being successful in multinational companies like Google. To show that you can succeed you will need to have more than just your grades.	<p>Grades are not enough to be “successful”. This has two parts: (1) what else is needed? (2) what is “successful”?</p> <p>This is the key to the problem: Students will have to explore exactly what companies like Google want, and how they can demonstrate those skills.</p>
There will be a big career fair on campus soon, filled with companies who are looking for future employees.	<p>Some urgency here. Students are first-years, so they don’t have a GPA to boast of anyway.</p> <p>The companies are scouting for future talents.</p>

Problem statement	Key ideas/Discussion
<p>The firms coming to SMU have taken note of Google's findings, and are changing their hiring strategies. They will be following Google's lead in looking for future employees who will be able to compete on a world stage. They want to be sure that their future hires have what they are looking for.</p>	<p>Students should be considering what the findings actually are.</p> <p>Companies are no longer doing the same things that they did before. The companies will be looking for the same things that Google is looking for, with a view to competing globally.</p> <p>How can they be "sure"? Students will need to consider how they can show these skills. Is it enough for them to simply assert that they have them?</p>
<p>The companies have set up a panel to listen to student teams and recruit some future interns. You will get a chance to present to this panel and, hopefully, impress these future employers with your grasp of the skills that they value.</p>	<p>This is the audience: a panel of company recruiters.</p> <p>Context: A presentation to a panel.</p> <p>Key problem idea: How do they show that they have the skills? What can they do in this presentation?</p>
<p>You will need to work hard to impress them, craft a really engaging and persuasive presentation that shows how good you are at the things that they value most.</p>	<p>The presentation should not be just another set of slides...</p> <p>What makes a presentation "engaging and persuasive"?</p> <p>How will they show that they are good at these things?</p>

Problem statement	Key ideas/Discussion
Be prepared to deliver in our next class.	There is a deadline.

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to:	Worksheet here. Facilitation note:

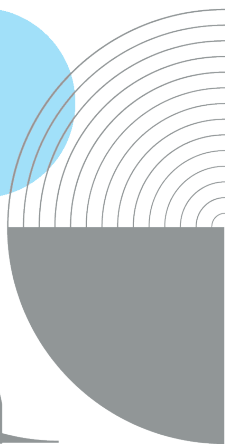
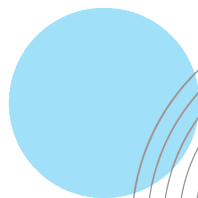
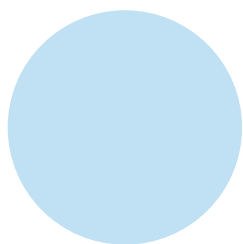
Duration	Activity	Materials/ Remarks
	<ol style="list-style-type: none"> 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful. 	Go from team to team, from time to time, to check to see if there are any issues that they should resolve.
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish preparing the presentation before the next class.</p>	<p>Note: there will not be time for the lesson to be finished in the next class, so they will need to be finished before the class starts.</p>

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
65 mins	<p>Ask each team to give their presentation.</p> <p>The other teams should imagine themselves as the panel of companies, and see which of the teams impresses them the most.</p> <p>The focus should be on how well they have shown their abilities, and persuaded the panel to hire them.</p>	
20 mins	<p>Facilitator to present the wrap-up slides.</p> <p>Focus on some of the apparent misunderstandings or misconceptions that were thrown up by the questions or answers given.</p>	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	

Problem 8





Problem 8A

Teach the Class by Justyn Olby

Assignment Three is looming in the near future, and no doubt the WR students are getting antsy. Writing a persuasive business proposal is not easy and your fellow classmates need your help. They seem to be unsure about what the different parts of the proposal are for and how they all go together. Help them out.

Each team needs to choose one section of the Business Proposal and develop a 10-minute lesson to teach the rest of the class the best way(s) to develop and write it.

The lesson should be interesting, valuable and relevant to your audience. Make sure to discuss how the different sections apply to Assignment Three.

Here are the sections:

- Executive Summary
- Introduction & Conclusion
- Recommendation and Justification
- Action Plan
- Visuals, tables, info-graphics and Appendix

Pick one and start work.

Key Learning

Writing for a purpose – persuade, entertain & inform

Writing for an audience – SMU Students

Writing for a context – Classroom lesson

Structure – Presentation/public speaking/teaching

Analysis of sources

Critical thinking

Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Problem statement	Key ideas/Discussion
<p>Assessment Three is looming in the near future, and no doubt the WR students are getting worried.</p>	<p>This problem is closely tied to the final assessment of the term.</p> <p>The problem is close to them since they will be writing the proposal.</p>
<p>Writing a persuasive business proposal is not easy and your fellow classmates need your help. They seem to be unsure about what the different parts of the proposal are for and how they all go together. Help them out.</p>	<p>The focus should be on how to write a persuasive business proposal. At this stage students should be considering what they know about persuasion and how it applies to writing a business proposal.</p> <p>They should be flagging up that this is not an easy task.</p> <p>The audience is their classmates – what do they know about this audience?</p> <p>The focus of the lesson is twofold: the different parts, and how they go together. This should be something that the students note, so that their lessons are not one-dimensional. This is also key to the problem. The students don't understand the different parts, so they need to have an understanding of the point of each of the parts and how they go together.</p> <p>The paragraph finishes with a plea for the students to help.</p>

Problem statement	Key ideas/Discussion
<p>Each team needs to choose one section of the Business Proposal and develop a 10-minute lesson to teach the rest of the class the best way(s) to develop and write it.</p>	<p>The focus is on a single section, but they must remember to address the whole proposal as well.</p> <p>They only have 10 minutes, so they must focus on being clear and concise.</p> <p>They are teaching – what does it mean to teach?</p> <p>What are the “best” ways to develop their section?</p> <p>Note: the lesson should not be purely explanatory. They should be discussing strategy and persuading the audience to adopt their approach.</p>
<p>The lesson should be interesting, valuable and relevant to your audience. Make sure to discuss how the different sections apply to developing a persuasive business proposal.</p>	<p>This gives some idea of what is expected. Students should be exploring what they consider to be “interesting” and “valuable” in a lesson.</p> <p>There is a reminder to focus on both the section and the whole proposal.</p>

Facilitators Note – there will not be time for the students to write in the Session A class, so they will have to get this finished before class.

Key Learning

How to Inform & Persuade

How to communicate with audience – students

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem Group discussions	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should finish their work before the next class.	Note: there will not be time for the lesson to be finished in the next class, so they will need to be finished before the class starts.

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
65 mins	Ask each team to conduct their lesson for the topic that they have chosen. Ask the audience to take notes, and ask questions. The focus should be on how well they have learnt from their colleagues.	
20 mins	Facilitator to present the wrap-up slides.	Wrap slides Facilitation note: Ensure that you note

Duration	Activity	Materials/ Remarks
	Focus on some of the apparent misunderstandings or misconceptions that were thrown up by the questions or answers given.	where the students managed to meet the objectives, and where the issues in the slides are reflected in their work. Give encouraging feedback.
5 mins	Any questions?	

Problem 8B

CCA Help by Tan Chia Mien

As the marketing representative of your CCA, you have been in charge of the external communications for your CCA. However, you will be stepping down and handing over your duties to the next representative this semester.

In preparation for the next Freshmen Orientation Camp (FOC) & various overseas activities during the academic year, the new representative needs to send business proposals to external companies seeking funding for your CCA, highlighting the benefits of sponsoring the CCA for the companies. Some of the companies are existing sponsors while others are new companies that h/she wishes to approach.

H/she has asked you for some advice on writing a business proposal. Based on your own experience and having consulted your predecessor, you know that a business proposal should include the following:

- a) Executive Summary
- b) Introduction & Conclusion
- c) Recommendations & Justifications
- d) Feasibility & Action Plan
- e) Visuals, tables, info-graphics & Appendices

Prepare a useful resource for your successor to use as a guide when preparing for his/her business proposals. It can include useful tips or warnings about things that s/he has to look out for when writing the various sections.

Key Learning Objectives

Writing for a purpose – persuade & inform

Writing for an audience – SMU Students

Writing for a context – outside of the classroom but within the university

Structure – Presentation/public speaking/teaching/
reference guide (open structure)

Analysis of sources

Critical thinking

Clear, concise, coherent

Breaking the problem down

The following is an example of how the problem can be broken down, but it is not the required answer that the students are expected to achieve.

Facilitators to note – there will not be time for the students to write in the Session A class, so they will have to get this finished before class.

Problem statement	Key ideas/Discussion
As the marketing representative of your CCA, you have been in charge of the external communications for your CCA. However, you will be stepping down and handing over your duties to the next representative this semester.	<p>This problem is closely tied to SMU students' experience in university.</p> <p>The problem is close to them since some of them will have had some experience writing proposals for their various CCAs. Others might not have done so but can identify as they might have heard about their friends doing so.</p> <p>Students should be able to identify that the context dictates that the task involves some element of persuasion (marketing representative) and that the audience is an external party (hence, external communications).</p> <p>They should then consider how that affects the format of a business proposal.</p> <p>The idea of handing over duties and helping your successor will then suggest the provision of a soft copy but students would then</p>

Problem statement	Key ideas/Discussion
	<p>be expected to discuss the limitations of a soft copy/template.</p> <p>Instructors should encourage this discussion, if possible.</p>
<p>In preparation for the next Freshmen Orientation Camp (FOC) & various overseas activities during the academic year, the new representative needs to send business proposals to external companies seeking funding for your CCA, highlighting the benefits of sponsoring the CCA for the companies.</p> <p>Some of the companies are existing sponsors while others are new companies that h/she wishes to approach.</p> <p>H/she has asked you for some advice on writing a business proposal.</p>	<p>The focus should be on how to write a persuasive business proposal. At this stage students should be considering what they know about persuasion and how it applies to writing a business proposal. The key phrases here are “seeking funding” & “the benefits of sponsoring the CCA”.</p> <p>They should be flagging up that this is not an easy task as there is a need to balance the task of informing the sponsor and the task of persuading the sponsor.</p> <p>The audience is their fellow university students – what do they know about this audience and what does this audience expect? What does “advice” constitute?</p> <p>The key ideas about “external companies” – “existing sponsors” & “new companies” – should be explored by the class. How does that change</p>

Problem statement	Key ideas/Discussion
	<p>the nature of the business proposal? What content is included or excluded?</p> <p>Instructors should look for opportunities to discuss how solicited and unsolicited proposals affect the formatting & content generation of business proposals.</p> <p>There are also opportunities for students to discuss where they can/should get the information from.</p> <p>The focus of the lesson is twofold: the different parts of a business proposal and how they go together; as well as the content depending on whether the proposal is solicited or unsolicited.</p> <p>The students need to consider what their audience would require and how much detail to go into where each section is concerned.</p>
<p>Based on your own experience and having consulted your predecessor, you know that a business proposal should include the following:</p> <ul style="list-style-type: none"> a) Executive Summary b) Introduction & Conclusion 	

Problem statement	Key ideas/Discussion
<ul style="list-style-type: none"> c) Recommendations & Justifications d) Feasibility & Action Plan e) Visuals, tables, infographics & Appendices 	<p>The focus is on the whole proposal now and how the different sections work together. More discerning groups will discuss if “should” necessarily means “must”.</p> <p>They only have 10 minutes to present their resource, so they must focus on being clear and concise.</p> <p>They have to decide what their resource will do.</p> <p>Note: the lesson should not be purely explanatory.</p> <p>They should be discussing strategy and persuading the audience to adopt their approach. There should also be a discussion as to what form their resource takes.</p>
<p>Prepare a useful resource for your successor to use as a guide when preparing for his/her business proposals. It can include useful tips or warnings about things that s/he has to look out for when writing the various sections.</p>	<p>This gives some idea of what is expected. Students should be exploring what they consider to be “useful resource” and “a guide”.</p> <p>With the phrases “useful tips” or “warnings”, students should consider what is helpful and what pitfalls you might encounter while writing a business proposal.</p>

PBL Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion.	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to:	Worksheet here Facilitation note:

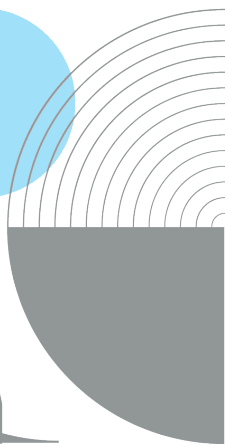
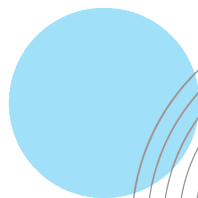
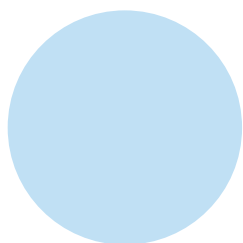
Duration	Activity	Materials/ Remarks
	<ol style="list-style-type: none"> 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their research plan. 4. Make and share notes on what they have found out and how it might be useful. 	Go from team to team, from time to time to check to see if there are any issues that they should resolve.
15 mins	<p><u>Check point</u></p> <p>Ask the students to share with you what they have found out and what they are still planning to work on.</p> <p>Students to be reminded that they should finish preparing the presentation before the next class.</p>	<p>Note: there will not be time for the lesson to be finished in the next class, so they will need to be finished before the class starts.</p>

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
65 mins	<p>Ask each team to conduct their lesson for the topic that they have chosen.</p> <p>Ask the audience to take notes, and ask questions.</p> <p>The focus should be on how well they have learnt from their colleagues.</p>	
20 mins	<p>Facilitator to present the wrap-up slides.</p> <p>Focus on some of the apparent misunderstandings or misconceptions that were thrown up by the questions or answers given.</p>	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	

Problem 9





Problem 9

The Post Truth Wars by Justyn Olby

“...the people can always be brought to the bidding of the leaders. That is easy. All you have to do is tell them they are being attacked and denounce the pacifists for lack of patriotism and exposing the country to danger. It works the same way in any country.”

– Hermann Goering

The year is 2117. The world has seen dramatic shifts and consolidations in the national and political spheres, but human nature remains pretty much the same.

Here in NorAm (a country made up of those states that used to be called the USA and Canada) social media has replaced the news media completely. Nearly all of people’s information about current events comes from their social media feed. Twitter is the king of social media.

NorAm suffered a severe economic downturn in the early part of the 21st century brought on by a mixture of aggressive military actions, combined with internal policies reducing immigration. The military actions drained the budget, and increased the national debt.

At the same time an ageing population reduced the workforce and there were few immigrants to replace the losses.

In the last 20 years or so, NorAm has seen some strong economic growth, as a reduced military meant more money was available for social programmes encouraging a better educated workforce. This has been combined with relaxed immigration controls that have brought an influx of skilled workers to Silicon Valley, semi-skilled workers to the care homes, and unskilled workers to the farms.

Things are not all rosy, a revived Russia under the new Tsars is building up its military, and Japan and N. Korea are on the brink of war. On the home front the economy has recently started going through a downturn with companies closing down, jobs being lost and repayments on the National Debt soaring as the currency weakens.

There is a presidential campaign underway.

Abe Vorhees is running for the Reds. He is in favour of reducing immigration, building up the military, reducing the freedom of the press, and bringing back “traditional values.” He calls himself a True Blue – born in NorAm to a long line of conservatives, a landowner and big business CEO. He surrounds himself with other successful CEOs. He says that he can fix the economy and bring back the greatness of NorAm. He wants to have a stronger police force and bigger and better prisons. He is in favour of the death penalty.

Running for the Blues is Charis Ling. She is aiming to be the first female president. She is in favour of increasing immigration, arguing that it will create a boom for the economy. She also wants to see NorAm be more friendly with Russia and SEAsia. Above all she wants peace. She is the daughter of an immigrant family, and wants to do more for those who are less fortunate. She believes that criminals should be punished, but given a second chance. She is against the death penalty.

You are young public-relations consultants working for a firm that has just been hired by one of the presidential campaigns. (See your cards to know who hired you. Do not let other teams know your party).

The stories in your folder have just started circulating, and you need to make sure that your audiences get the “right” message from them.

Pick three of the demographics described in the table and create a series of Tweets and hashtags. You will need to make sure that your Tweets create the following emotions in the audience:

- 1) Make them angry
- 2) Make them worried
- 3) Make them happy

Each tweet must not only create the right emotion, but also try to make the reader more likely to support the candidate you are working for.

(Names, history and countries inspired by the work of L. E. Modesitt Jr.)

Key Learning

Writing for a purpose – persuade, entertain & inform

Writing for an audience – general public

Writing for a context – Political influence

Structure – Tweets

Analysis of sources

Choosing data

Critical thinking

Clear, concise, coherent

Target Audience <i>(can be divided into male or female, or targeted at both)</i>	Primary descriptors	Will tend to be happy about stories that focus on	Will tend to be annoyed by stories that focus on
Live Wires	Busy, health-conscious, has income to spend on holidays and cars. Has savings in the bank. <i>Intense Individualists</i> (possessions, travel, independence)	Travel. Healthy living. Parenting. Rising interest rates.	Debunking myths about health. Foreigners being bad.
Happy & Fulfilled	Financially secure <i>Hearth & Homemaker</i> (good health, relationships, active in community)	Security. Children. Nationalism.	Changes in social structures. Technology. Foreigners doing strange things.

Target Audience <i>(can be divided into male or female, or targeted at both)</i>	Primary descriptors	Will tend to be happy about stories that focus on	Will tend to be annoyed by stories that focus on
Super Troopers	Positive outlook, often lost a partner, high TV viewing. <i>Active Achievers</i> (active, online, intellectual, affluent, physically active)	Human interest stories. Foreigners doing good things. Social justice Nationalism	Negative outlooks for the economy. Negative stories about the country.
Rat Race Junkies	Still working, but may have financial worries <i>Fiscal Conservative</i> (worried about financial security & health)	Jobs for locals. Foreigners doing strange things.	Immigration. Rising interest rates.
Living Day to Day	Low income but interested in buying known brands. <i>Woeful Worriers</i> (lower income, financial security worries, family)	Fashion. Making the most of your income.	Immigration. Rising house prices. Foreigners working here.
Unfulfilled Dreamers	Often with loans or reliant on social security benefits. <i>Liberal Loners</i> (healthy, lower income, value social equality)	Changes in social structures.	Rising interest rates.

Target Audience <i>(can be divided into male or female, or targeted at both)</i>	Primary descriptors	Will tend to be happy about stories that focus on	Will tend to be annoyed by stories that focus on
Anchored in the Past	Risk-averse, traditional outlooks, lack interest in new trends <i>True-blue Believers</i> (good health, fun, faith)	How good things used to be. Nationalism. Foreigners doing strange things.	Changes to traditional patterns of behaviour. Negative stories about the country. Foreigners doing good things. Political correctness.

Adapted from: Davidson, S., & Binstock, R. H. (2011)

Stories:

Bird flu outbreak in New York

Known facts:

- Outbreak mostly among poorer people living in cramped housing.
- Poorer people cannot afford vaccines.
- Poorer people have less access to medical care.
- Many of the people affected are new immigrants.
- Wealthier neighbourhoods have been trying to control the number of poorer people who enter and leave.
- Suggestions have been made that poor areas should be quarantined.
- Protests have started on the streets calling for better medical care for poor people.
- House prices in areas near the outbreak have been falling.

Gene editing of fetuses is now possible

Known facts:

- It will be possible to prevent inherited medical conditions.
- It will be possible to choose whether you have a boy or a girl.
- Parents will be able to select for better looks and more intelligence.
- It will be very expensive, meaning that only the very wealthy will be able to afford it.
- The Foundation for Traditional NorAm Values has said that it is opposed to this.

Crime has gone up

Known facts:

- There has been a rise in burglaries.
- There has been a rise in robberies.
- People are claiming that they are scared to go out at night.

- A businessman killed two people he claimed were robbing him.
- Police have been arresting more immigrants than normal.
- The University of New York reports that immigrants commit less crime than locals.
- A young, wealthy local man was recently convicted of killing a love rival. He received only probation because the judge said: "I don't want two minutes of madness to destroy this young man's life."

Unemployment has risen by 2%

Known facts:

- The total number of unemployed people has risen by 2%.
- More women than men have lost their jobs.
- Fewer of the unskilled immigrants have lost their jobs than locals.
- Immigrants holding management jobs are now finding it harder to get work.
- Locals want more job protection from the government – NorAm jobs for NorAm citizens.

Army called in to clear illegal immigrants' camps

Known facts:

- Last year an earthquake and hurricane smashed towns and villages just south of NorAm's southern border.
- Large numbers of people crossed into NorAm seeking shelter.
- They have set up refugee camps.
- The NorAm government calls them "illegal immigrants".
- The UN calls them "refugees".
- After negotiations broke down the NorAm government has sent in the army to clear the camp and deport the people living in the camps.
- Some of the residents of the camp have fought back.
- Army claims to be fighting a small group of "terrorists".
- Reports of the killing of women and children have been denied by the army.

The area is closed to journalists, but some have got in to report that dead people are lying on the streets and buildings are burning.

Abe Vorhees has issued a statement: “We should support our forces as they seek to restore order.”

Charis Ling has issued a statement: “We should immediately withdraw the army and allow the UN to assess the situation.”

Shoppers spotted stripping Sydney supermarket shelves of baby formula ahead of Singles Day in China

Known Facts:

<https://shanghai.ist/2018/11/07/shoppers-spotted-stripping-sydney-supermarket-shelves-of-baby-formula-ahead-of-singles-day-in-china/>

Lesson Plan: Session B

Duration	Activity	Materials/ Remarks
10 mins	<u>Problem presentation</u> Present the problem to the students.	Problem slides.
15 mins	<u>Activation of prior knowledge</u> Ask the students to discuss and agree on a collection of relevant prior knowledge that they feel will be useful to them for solving the problem. Class discussion	Facilitation notes: Why is this relevant? How do you know that this is true? What do you plan to use this information for?
10 mins	<u>Research priorities</u> Ask the students to discuss and agree upon a set of research issues and questions that they will need to resolve in the course of solving the problem. Group discussions.	Facilitation note: What do you need to find out? Why will that be helpful? What aspects of the problem are you not sure of? Who will do what?
40 mins	<u>Self-directed Learning</u> Students work in groups to: 1. Clearly define the problem to ensure that they are sure about what needs to be done. 2. Start their research on the relevant topics. 3. Continue to add to their	Worksheet here Facilitation note: Go from team to team, from time to time to check to see if there are any issues that they should resolve.

Duration	Activity	Materials/ Remarks
	research plan. 4. Make and share notes on what they have found out and how it might be useful.	
15 mins	<u>Check point</u> Ask the students to share with you what they have found out and what they are still planning to work on. Students to be reminded that they should start writing their tweets before the next class.	Note: there will be time for the writing to be finished in the next class, so they will need to have started, but not finished before the class starts.

Lesson Plan: Session A

Duration	Activity	Materials/ Remarks
65 mins	Ask each team to share their tweets. Ask the audience to take notes, and ask questions. Ask the listening teams to try to work out which party the presenting team is working for. They should also try to work out which target audience was intended for each tweet. The focus should be on how well they have learnt from their colleagues.	

Duration	Activity	Materials/ Remarks
20 mins	<p>Facilitator to present the wrap-up slides.</p> <p>Focus on some of the apparent misunderstandings or misconceptions that were thrown up by the questions or answers given.</p>	<p>Wrap slides</p> <p>Facilitation note:</p> <p>Ensure that you note where the students managed to meet the objectives, and where the issues in the slides are reflected in their work.</p> <p>Give encouraging feedback.</p>
5 mins	Any questions?	



Possible Problem Sequences



These different approaches demonstrate some of the ways in which the module can be adapted to meet your students' needs better.

The standard approach is the one that is probably best-suited to the majority of classes, but you may find that spending longer on a specific problem might benefit your class more.

The suggested alternative sequences are below.

Standard problem sequence

1A	1B	2A	2B	3A	3B	4A
Class	Class		Class		Class	
Intro	Problem 1 The Phone		Problem 2 Plagiarism		Problem 3 Fish Oil	
4B	5A	5B	6A	6B	7A	7B
Class	Class		Class	Class		Class
Problem 3 Fish Oil	Problem 4 Reach			Problem 5 Front Page		Problem 6 Myhtakes

WEEK 8 – Term break

9A	9B	10A	10B	11A	11B	12A
Class	Class		Class		Class	e-learning
Problem 6 Myhttakes	Problem 7 Important Stuff		Problem 8 Teach the class		Problem 9 Post Truth	
12B	13A	13B				
Class	Class	Class				
Post truth prep	Post Truth Present	Goodbye				

Either 12 A or 12 B can be eLearning and consultations.

Second half of term alternatives

Alternative 1

WEEK 8 – Term break

9A	9B	10A	10B	11A	11B
Class	Class		Class		
Problem 6 Mythtakes	Problem 7 Important Stuff		Problem 8 Teach the class	In-class consultations for AS4 & e-learning	Problem 8 Teach the class

12A	12B	13A	13B	
Class	Class	Class	Class	
Problem 9 Post Truth	Post truth prep	Post Truth Present	Goodbye	

Alternative 2

WEEK 8 – Term break

9A	9B	10A	10B	11A	11B
Class	Class		Class		
Problem 6 Mythtakes	Problem 7 Important Stuff		Problem 8 Teach the class	Problem 8 Teach the class	In-class consultations for AS3 & e-learning

12A	12B	13A	13B	
Class	Class	Class	Class	
Problem 9 Post Truth	Post truth prep	Post Truth Present	Goodbye	

Three-class Alternative

(Note: this loses the “Myhtakes” problem)

1A	1B	2A	2B	3A	3B
Class			Class		
Problem 1 Intro and the phone/degree			Problem 2 Plagiarism		
4A	4B	5A	5B	6A	6B
Class			Class		
Problem 3 Fish Oil/Personalities			Problem 4 Reach		
7A	7B	Week 8 Term Break	9A	9B	
Class			Class	Class	
Problem 5 The Front Page			Problem 5 The Front Page	Problem 6 Important Stuff	
10A	10B	11A	11B	12A	12B
Class		Class		Class	
Problem 6 Important Stuff		Problem 7 Teach the class		Problem 8 Post Truth	
13A	13B				
Class	Class				
Problem 8 Post Truth	Wrap				

Teaching sequence:

Session 1	Between classes	Session 2 (Centre Class)	Between classes	Session 3
Explore the problem. Begin the research and development.	Prepare first draft.	Review and revise with instructor.	Finalise draft into finished piece.	Present, critique and peer review.

Example of a mixed approach

1A	1B	2A	2B	3A	3B	4A
Class			Class		Class	
Intro & Problem 1 The Phone			Problem 2 Plagiarism		Problem 3 Fish Oil	

4B	5A	5B	6A	6B	7B
Class	Class		Class	Class	Class
Problem 3 Fish Oil	Problem 4 Reach			Problem 5 Front Page	Problem 6 Mythtakes

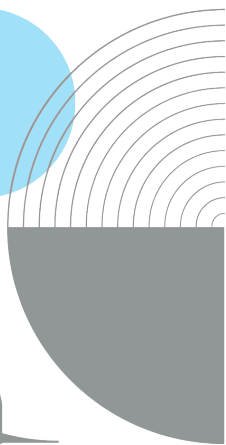
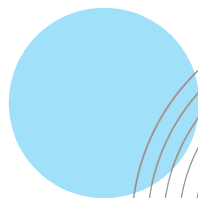
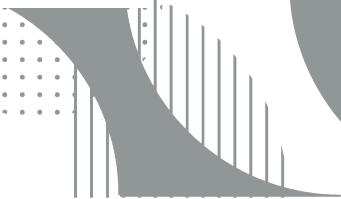
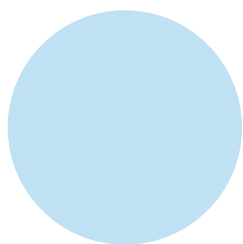
WEEK 8 – Term break

9A	9B	10A	10B	11A	11B	12A
Class	Class		Class		Class	e-learning
Problem 6 Mythtakes	Problem 7 Important Stuff		Problem 8 Teach the class		Problem 9 Post Truth	

12B	13A	13B	
Class	Class	Class	
Post truth prep	Post Truth Present	Goodbye	

Alternative Single Lesson Plans





These are intended to give the facilitator the option of using a single class for one of these two areas where a single class might be appropriate.

Note that if you do use one of these single lessons then you will lose the chance to have your students address the core ideas of the module (CAPS, PIE, and the 3Cs) to any depth. So, you will need to ensure that you get more depth in one of the problems that you extend with the extra class that you now have.

Plagiarism

Problem statement:

Plagiarism is still an issue that crops up every term. I want you all to learn what it is and avoid it completely.

Let's work together to ensure that no-one falls foul of the rules.

Time	Item	Notes
15 mins	<p>Introduce the topic of plagiarism Ask the students to write down all that they know about the subject, and how it is viewed at SMU.</p> <p>Suggested Questions: What is plagiarism? What sort of things constitute plagiarism in SMU? How is plagiarism detected? What do you know about TurnItIn? What does SMU do about plagiarism? How do you avoid plagiarism?</p> <p>Share their knowledge on the board.</p>	<p>At this point it is ok if their current prior knowledge is wrong.</p> <p>Later you can compare and contrast between what they thought they knew and what they know at the end of the class.</p>

Time	Item	Notes
40 mins	<p>Assign each of the groups two of the plagiarism examples from the sheet.</p> <p>Ask them to assess whether each one is actually plagiarism, and what type (if possible).</p> <p>They should also be able to explain how they would avoid that situation, and what they would say to the student concerned.</p> <p>They should do a re-write of each one to show how it can be done.</p>	
20 mins	Groups to share their new understandings of plagiarism.	
10 mins	<p>Wrap</p> <p>Go through the slides from the Problem wrap.</p>	Be sure to relate the slides back to the activity.
5 mins	Q&A	

Business Proposals

Overall goal of the class:

To start and nearly complete a detailed FAQ about writing business proposals.

Problem statement:

I want the class to have a really useful, student-centric resource for writing your Business Proposal. It should be targeted, valuable, and continue to be useful after PWR.

Let's work together to create it.

Time	Item	Notes
15 mins	<p>Ask each team to make a list of all the questions that they have about writing a business proposal.</p> <p>These questions should go into a Google Doc (see Suggested Format, below).</p> <p>Teams should be encouraged to group their questions, both in the relevant sections, and together with any questions that are similar to their own.</p> <p>Suggested Questions for the Facilitator:</p> <p>What are you most worried about getting wrong in the business proposal?</p> <p>Share their knowledge on the board.</p>	Use the Suggested Format to start the FAQ.

Time	Item	Notes
50 mins	<p>Ask each of the groups to go through the questions in the Google Doc FAQ, and try to answer as many as they can.</p> <p>They should use a particular font colour for each team.</p> <p>Teams can also add questions that occur to them as they go through the questions posed by the other teams.</p> <p>They can search, discuss and clarify their answers as they go along.</p> <p>More than one team can attempt to answer one question, and later you can work with them to synthesise the best answers.</p> <p>Homework: Finish answering the questions before the next class.</p>	<p>At this point it is ok if their current prior knowledge is wrong. Later you can compare and contrast between what they thought they knew and what they know at the end of the class.</p> <p>Note: Your role is to tour the teams, checking in to see if they are answering accurately, or using good sources, etc.</p> <p>You can go through the document, and double-check the answers to be sure that they are accurate.</p>
15 mins	<p>Wrap</p> <p>Go through the slides from the Problem wrap.</p>	Be sure to relate the slides back to the activity.
5 mins	Q&A	

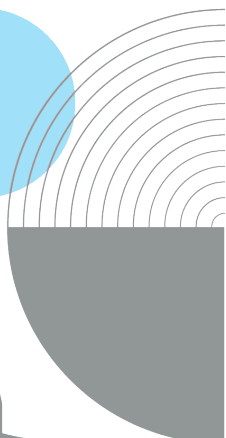
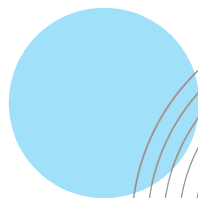
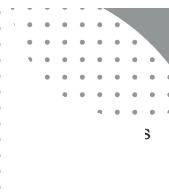
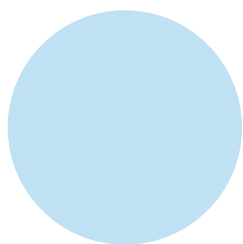
Suggested Format

Key Questions	Suggested Answers (include links to your sources) <i>Note: Teams should use different colours.</i>	Notes from the Teacher (if required)
Section 1: <i>Executive Summary</i>		
Section 2: <i>Introduction and Conclusion</i>		
Section 3: <i>Recommendation and Justification</i>		
Section 4: <i>Action Plan</i>		

Key Questions	Suggested Answers (include links to your sources) <i>Note: Teams should use different colours.</i>	Notes from the Teacher (if required)
Section 5: Visuals, tables, info- graphics and Appendix		
Section 6: General questions		

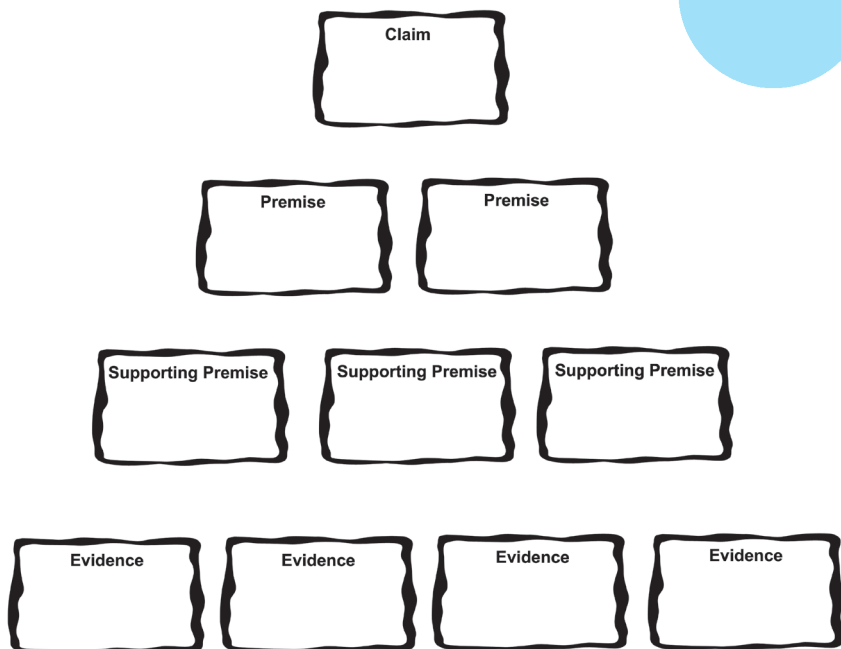
Writing & Reasoning Teaching Materials





Structures Used in Writing & Reasoning

The Argument Pyramid



The argument pyramid is primarily a planning tool.

Writers should ensure that they put their main claim in the top box, and the main reasons in the first level of premises. There may be more or less than two (the picture is for illustration purposes only).

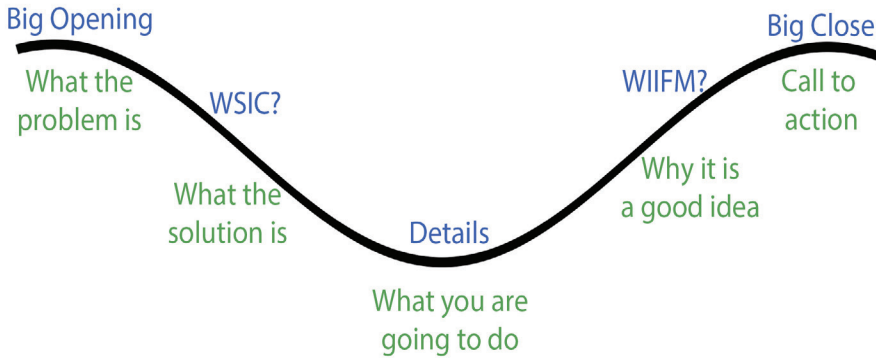
The claim, and the first level of premises will form the thesis statement.

The next level of supporting premises is for any statements that support the main premises.

These should then be supported by the evidence layer.

So, the evidence should lead to the supporting premises, which are, in turn, supporting the main premises, which lead to the conclusion.

Ski-jump



Note:

WSIC? - Why should I care?

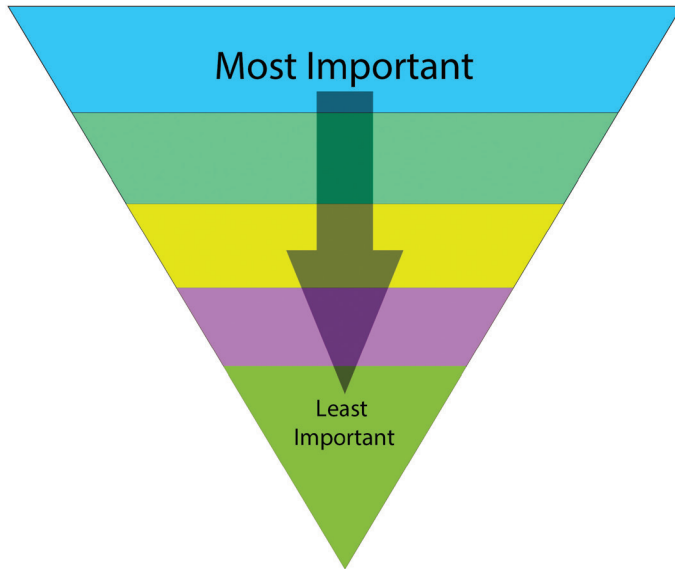
WIIFM? – What’s in it for me?

The ski-jump is intended to help the users think of how to engage their audience throughout their writing, or presenting.

They should start by thinking of how to get the audience’s attention and finish by leaving the audience thinking about what they have said.

Inverted Pyramid

Each coloured band represents a point or an idea that you want to make. Order them by importance to the audience you are trying to reach.



The inverted pyramid is both a planning and writing tool.

When planning:

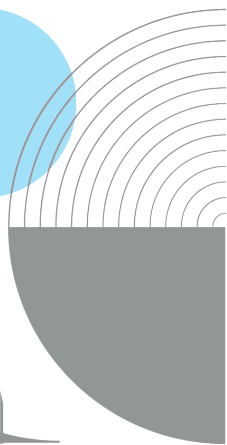
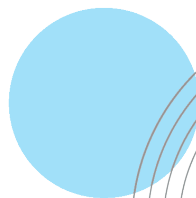
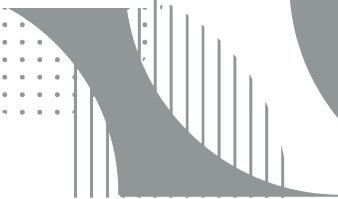
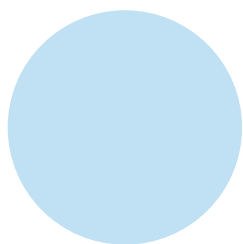
Users should order their points from most to least important.

This will help them when planning to write to a word count. They will be able to ensure that they spend time, and words, covering the most valuable points, rather than wasting both on discussing less important ideas.

When writing:

Users should consider what they want to say, and then organise the material so that their most important point is presented first. Then they should order the remainder of their points from most to least important.

This is to ensure that any audience that loses focus will, at least, get the most important points before they stop reading and/or listening.



Classroom Activities for Centre Class(es)

Thesis Statement Games

Thesis Statements Jeopardy Game

<https://jeopardylabs.com/play/the-thesis-statements>

Thesis statement games

<https://classroom.synonym.com/fun-activities-developing-strong-thesis-statement-12285143.html>

Argument Pyramid

Ask the students to develop a clear argument pyramid with their main point, supporting premises, and evidence.

Use that to develop clear thesis statements, and see how they connect to the argument pyramid previously developed. (See Argument Pyramid in Scaffolds, below)

Edit and re-work

Ask each team to place their written pieces in the Google Drive.

Use a round-robin system (see below) to get each of the teams to access and edit their classmates' work. Each student should have access to another student's work and produce an edited version of the work:

- Copy and paste the work below the original.
- Edit the original work, highlighting the portions changed or corrected.
- Add comments for each change explaining why.

Edits can/should be encouraged for any/all of the following reasons (not an exhaustive list):

- Grammar
- Thesis
- Connection to audience
- Word choice
- Use of evidence
- Persuasion
- Clarity
- Conciseness
- Coherence

Teach the other team

Use the Round Robin (see below).

Each team should review a selection of the other team's work.

They should then pick one aspect of the writing that they think is the most important area to develop further.

They should then develop a simple way to help the other team learn about that, and be able to use the learning when they revise their work for the final presentation.

Argument Pyramid and Thesis Statement Review

Ask each team to use the argument pyramid to analyse another team's writing. They should be able to put the writing into the Argument Pyramid to analyse the argument.

The thesis statement should clearly represent the first two rows of the Argument Pyramid.

Reflection and Revision

This section is intended to help the students develop self-editing skills, where they can critically assess their own work, and revise it accordingly.

Work with the class to develop a set of criteria for assessing the work in progress. This could include:

How well does the work fit the context?

How well is it targeted at the relevant audience?

Does the work align with the current purpose?

Is the structure used relevant to the context, audience, purpose, etc?

Is the work sufficiently clear, concise, and coherent?

The list above is not exhaustive or required.

Once the criteria have been developed ask the students to put it into a Google Doc, so that they can continue to refer to it.

Ask the students to read each other's work. They can choose to read anyone's work, from their own team, or choose someone from another team.

Using the criteria, they should make notes about the good points of the work that they are reading, and what they think can be improved.

Having done this, they should then go back to re-read their own work. They should be looking to see how they can apply the learning that they developed from reading and assessing another person's work to their own pieces.

Team-based peer review structures

Round Robin

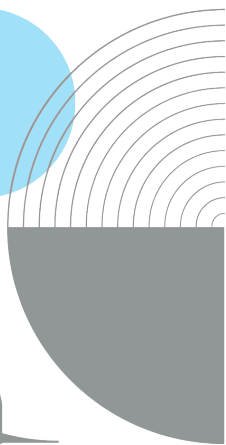
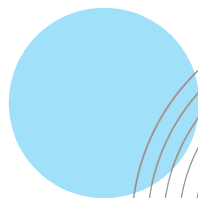
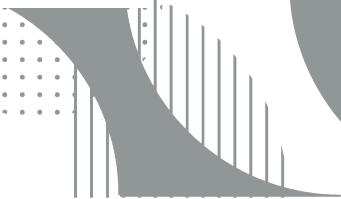
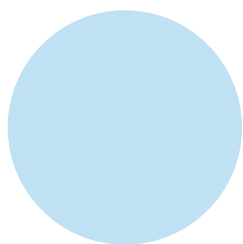
Team 1 reviews Team 2

Team 2 reviews Team 3

Team 3 reviews Team 4

Team 4 reviews Team 5

Team 5 reviews Team 1





e-Learning Activities

This set of activities is intended for inclusion in the last Problem of the term: The Post-Truth Wars. However, it can be completed at any point in the term if needed.

The key learning points are:

- Analysis of writing for an audience
- Choice of words for audience and purpose
- Writing to inform (in the reflection)

Once the tasks have been set, the facilitator should be an active member of the forums to spark and encourage discussion.

Once the discussion on the forums has started, organise a WebEx session for the students to discuss the scaffold (see below). They should have completed the scaffold and be prepared to have an organised discussion on how the different choices of words can influence how the audience reacts.

If you have time, then it would be very good to follow this up with a discussion on the ethics of writing like this.

Questions to ask:

- Do you think that it is ok for a writer to deliberately seek to encourage an emotional response by using Russell Conjugations? (Why?/Why not?)
- Who is responsible for the consequences of someone reading a piece like this?
- How can you avoid writing in an unethical way?
- How do you think that you can use this knowledge?

Instructions to be sent to the students

Task 1:

Listen to the MP3 file that discusses Russell Conjugations. (see Russell Conjugations by Emmerson Green).

Find a news story from any publication. Re-write the headline using a Russell Conjugation so that it is both positive and negative.

Post your examples to the relevant forum.

Comment on one other person's post.

Task 2

Find a news story that you think is deliberately written to trigger a reaction in the readers.

I would suggest that you look at some of the more fringe news sites, both locally and abroad, but you are free to explore any sites you want.

Upload the link to the forum Deliberate Distortions.

Answer the following questions:

- a. Who is the audience for the news story?
- b. How does the piece target the audience?
- c. Explain how you think that the piece is intended to make the audience react.
- d. Write a response to one other person's post.

Task 2

1. Write a reflection in the Reflections forum

Answer this question:

What will you tell the first-year students next year when they ask you "What is PWR like? How can we score well?"

2. Comment on one person's reflection.

e-Learning Scaffold

Have a look at these two articles:

Central story:

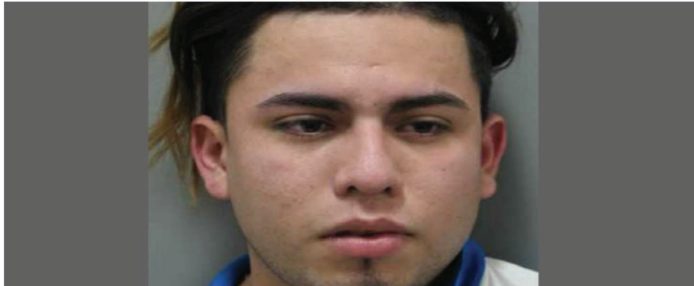
Man gets drunk, kicks pregnant girlfriend in an attempt to cause a miscarriage. Man arrested, charged.

Story 1:

<http://wjla.com/news/crime/police-undocumented-immigrant-kicks-pregnant-girlfriend-declares-he-wants-baby-dead>

Police: Undocumented immigrant kicks pregnant girlfriend, declares he wants baby dead

by KEVIN LEWIS, WJLA |



Audience:

Local people in the Washington DC area.

Bias:

ABC News leans to the Left.

<https://www.allsides.com/news-source/abc-news-media-bias>

Generally, more friendly to immigrants.

Points to note:

Man is described as “Undocumented Immigrant”. This is a relatively neutral term.

Focus of the article is on the crime committed.

Story 2:

<http://www.breitbart.com/big-government/2018/03/18/illegal-alien-accused-kicking-pregnant-girlfriend-kill-baby/>



Audience:

National audience. Right wing, Trump supporters.

Bias:

All the way to the right.

<https://www.allsides.com/news-source/breitbart>

Generally, very unfriendly to any immigration.

Points to note:

Man described as “Illegal Alien”. This is a loaded term, specifically intended to trigger the audience.

Focus is on the man’s immigration status.

Intent is to reinforce the impression that immigrants are dangerous and prone to commit crimes.

Try this one: (Note: The article has been taken down.)
<http://sandrrose.com/2018/03/diversity-fail-women-engineering-team-behind-collapse-miami-pedestrian-bridge/>

Diversity Fail? All-Women Engineering Team Blamed for Collapse of Miami Pedestrian Bridge

Sunday, March 18, 2018



The all-women engineering team that designed the ill-fated pedestrian foot bridge at Miami's Florida International University were highly touted for their advances in a field that is typically dominated by men.

Audience:

Bias:

Points to note:

Suggested Deadlines

Task 1:

Post your Russell Conjugations to the relevant forum. Before the end of the usual class time.

Comment on one other person's post: Before 12am on the day of class.

Task 2:

Upload a news story (with answers to the questions): Before the end of the usual class time. Comment on another person's article: Comment on one other person's post: Before 12am on the day of class.

Task 3:

Complete the scaffold, and be ready to join the WebEx session. Join the WebEx session and contribute.

Task 4:

Post your reflection: Before second class in the week.

Comment on another person's reflection: Before Saturday, 5pm.

Scaffolds

These are intended for you to use when you want to encourage the students to learn to use the appropriate formats.

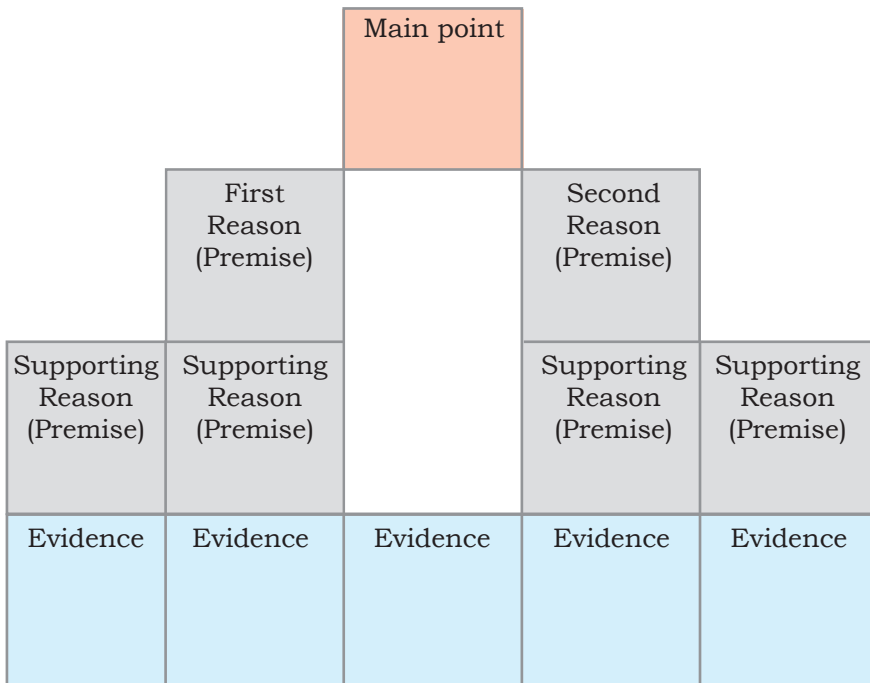
You can use these as they stand or adapt them for your class. The soft-copy will be published in eLearn for your use.

Argument Pyramid Scaffold

Answer the following:

1. What is your main point?
2. What are at least two reasons for you to say so?
(Note: You can have more reasons, but list at least two.)

Plan your argument using the pyramid below:



Write out the thesis statement:

Main point

Reason 1

Reason 2

	because		and	

Synthesis Matrix

This is to help you break down and synthesise evidence presented in various forms.

Use this table to do it:

	Source 1 Type:	Source 2 Type:	Summary of the evidence
Question 1:			
Question 2:			
Question 3:			

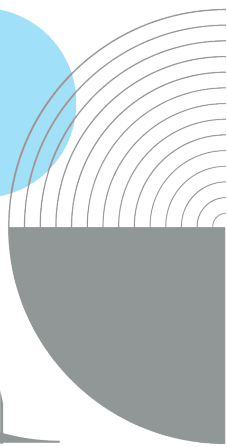
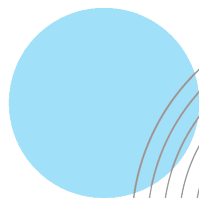
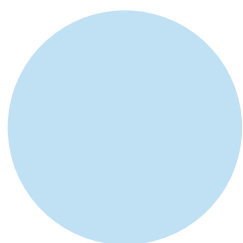
Instructions:

Write your questions in the column on the left.

Read each source and see how the source answers the question.

Quote, or summarise the source's response in the column below the "Source" heading.

Using your own words, summarise the information from the sources in the "Summary" on the right.





FAQs on WR: Suggested Points for Instructors

PBL

1) How does the PBL approach help us with our course/other SMU courses? What are the benefits of using PBL in WR?

There is no prescribed way of tackling an assignment. However, PBL helps students to develop a methodical approach. This process involves analyzing an assignment, highlighting key terms, before applying what students already know to come up with research priorities in order to answer questions. This approach is applicable across all university courses.

PBL also provides students with a set of life skills. WR problems replicate the work environment where there is limited information and access to the audience they'll be writing to. Students discover how to independently look for information, how to learn to assess the credibility and importance of that information before structuring their written or verbal communication to suit the needs of their employers. For instance, during self-directed learning (SDL), students would have learnt what sources can be trusted when using search engines such as Google.

All these form the basis of key life and employability skills such as complex problem solving, critical thinking, judgement and decision-making. This is all done in a group setting which is how reports and communications are crafted in the workplace – as part of a team.

2) PBL problems are repetitive. What's the point in doing so many problems in one course?

PBL problems help students master the core concepts of communication (CAPS, PIE & the 3Cs) through the repetition of various writing tasks. However, different audiences or different contexts affect the delivery of the message. Through various problems, students learn how to apply these concepts differently. This helps students develop depth and breadth in communication.

3) A lot of the times, you always just ask me for my opinion when I ask you if my approach is correct. That isn't very helpful. PBL just creates more confusion than certainty.

Questions aren't always asked for the sake of obtaining specific answers. They are also intended to facilitate students' understanding of the problem using CAPS & PIE. However, students' views are sought when they have them. If they are unable to articulate their thoughts, instructors try to facilitate by asking probing questions that clarify that process. That's why discussions are valued during PBL: everyone's opinion is useful in helping to unpack a problem. Students are then given the flexibility to make a judgement, adopt an approach, and then explain & defend that approach.

4) What I learnt during WR is very much limited by what we did during the self-directed learning stage. Why can't we be taught the material instead of having to learn for ourselves?

Teaching the material only provides students with the benefit of one perspective on writing when communication is really dependent on **context, audience and purpose**. The PBL approach empowers students and gives them ownership over the learning process especially during SDL. Over time, students become better communicators as they become better at applying the core concepts of CAPS, PIE & the 3Cs to communication.

Each problem is also an opportunity for students to learn more about what their instructor is looking for. These written pieces then serve as trial balloons – they can see how their instructor evaluates their work, what he or she likes in a piece of written work so that they can improve their written assignments before they are due. It is a wonderfully risk-free way of getting better grades.

5) “The only way to improve writing is through constant practice. This PBL approach is not helpful.” Why do we have so many problems?

WR runs over 13 weeks. Each week, there is a problem for which a written piece is required. This provides lots of opportunities to improve all aspects of a student’s writing, be it the drafting, writing or editing of a piece. Learning is also most effective when students do something for themselves. Mastery of a task only comes from repeated practice.

Assignments & Quizzes

6) Problems aren’t related to assignments. Why aren’t they like our assignments?

The various problems actually repeatedly ensure students concentrate on the core concepts. They also focus on different aspects of critical thinking (e.g. making comparisons or close reading) and writing which need to be applied across assignments. Though we do not explicitly highlight one problem over the other, it is reasonable to assume that problems will cover the critical thinking and writing skills needed to tackle assignments.

Teachers ***should not*** reveal how they would approach the question but can certainly encourage the class to discuss how to approach any of the assignments.

7) Grammar quizzes aren’t aligned to WR objectives. There were no lessons on grammar.

Quizzes test the ability to spot and edit mistakes. Students are provided with a grammar diagnostic quiz as well as other quizzes, so they know their weaknesses. Grammatical issues are also highlighted in assignments so that students can work on them. Furthermore, every time the class tackles a problem, classmates and instructors give comments about writing,

including comments about grammar and general writing style. Thus, different aspects of grammar and other language issues are covered. There is also ample opportunity to spot and edit mistakes during ELI reviews or when commenting on their friends' work in class.

Grading/Bell Curve

8) Grading for WR is unfair. Writing is a very subjective thing.

CEC takes grading very seriously. The rubrics for each assignment are clearly stated and every WR module starts with a clear briefing on how grading takes place. Teachers also have discussions/meetings every time an assignment is submitted to ensure that students get grades which are fair and consistent across the cohort and teachers.

9) Is there a bell curve? What is the percentage of As and Bs per class?

There is no precise percentage of As or Bs per class. Grade ranges depend on the cohort's ability as well as the quality of individual pieces and component grades awarded for class participation and quizzes. What is important is that you do your part to help your instructors fight for these grades where possible – this means that all the components leading up to the determination of a grade need to be satisfactory, if not, good.

Instructors **should not reveal** the percentage for each grade range for the last semester. Not only is this inaccurate, it gives the students the wrong impression that we do not have the flexibility to change this percentage, which we do.

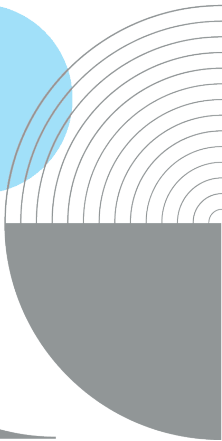
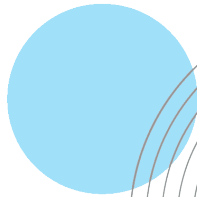
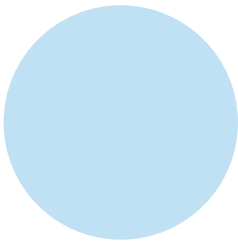
TurnItIn & ELI

10) Why can't we use TurnItIn as a way of checking the similarity index of our work? Other educational institutions, such as polys and the IB schools, do so.

This is an eLearn policy which applies to all SMU courses. Assignments can only be submitted once through TurnItIn. Furthermore, plagiarism can be actively prevented if students have a good understanding of the citation process and mechanisms that we use. The best way to avoid any problems is for students to actively use citations in their work, and this is done in WR. Once students understand when and how to cite, they will not inadvertently commit plagiarism.

11) Feedback given by peers is redundant; they do it for the sake of completing the ELI review. Why are we using ELI?

Using ELI allows students to understand that writing is an iterative process of drafting and editing. Getting peer feedback also helps students understand how their writing is received by others. This teaches students to make judgements about the quality of feedback that they receive: this is a useful skill as the quality of feedback varies in real life too. Students learn whether to accept or reject the feedback; they also learn to decide which areas of weakness in their writing that they need to work on. Importantly, giving feedback helps students think about how the core concepts are applied in their own writing so they learn how to edit their own work. This helps students to improve on their weaknesses.





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